

## **Visual Art: Second Grade**

### **Standard 1.0 Media, Techniques, and Processes**

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

#### **Learning Expectations**

The student will

- 1.1 Consistently use tools and materials in a safe and responsible manner.
- 1.2 Demonstrate an understanding of how to use selected tools and materials to create a work of art.
- 1.3 Explore a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.

#### **Performance Indicators: Evidence Standard is Met**

The student is able to

##### Level 1

- Use a variety of tools and art materials in a safe and responsible manner (including cleanup procedures).
- Use a variety of tools and materials to create a work of art.
- Apply a variety of techniques and processes to produce an original work of art that reflects personal experience or imagination.

##### Level 2

- Practice and maintain a variety of art materials and tools in a safe and responsible manner.
- Choose from a variety of tools and art materials to create a work of art and explain the choice of material.
- Select a variety of techniques and processes to create a work of art that is personally meaningful and is drawn from experience, observation, or imagination.

##### Level 3

- Plan and manage the use of a variety of art materials and tools in a safe and responsible manner.
- Design a creative work of art while demonstrating the proper use of a variety of art materials and tools.
- Compare and contrast a variety of techniques and processes used in creating a personal work of art.

## **Sample Performance Task**

### Portraits Inside and Out

A large paper (18in x 12 in) is placed horizontally. The left and right sides are folded to meet in the center (it should open like a double door). A self-portrait is drawn in pencil on the front so that half the face is on each side of the fold. A collage is made on the inside of the card using various materials (e.g., ribbon, colored paper, magazine pages) to create a picture of the student's feelings and personal interests (e.g., moods, hobbies, favorite things, colors). Featured artists may be Frida Kahlo or Picasso.

The teacher will assess by looking for a variety of techniques and processes to create a work of art that is personally meaningful and is drawn from experience, observation, or imagination.

## **Integration/Linkages**

Mathematics, Reading, Writing, Communication Skills

## **Standard 2.0 Structures and Functions**

Students will use knowledge of structures and functions.

## **Learning Expectations**

The student will

- 2.1 Identify and use a combination of elements and principles of art to communicate ideas.
- 2.2 Identify and create functional works of art and describe how they contribute to the quality of daily life.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Experiment with a combination of elements and principles of art.
- Discuss the functions of art and how they contribute to the quality of daily life.

### Level 2

- Apply a combination of various elements and principles of art to communicate ideas.
- Design and describe a functional work of art that could be used in everyday life.

### Level 3

- Select from various elements and principles of art, and apply them to communicate ideas in a work of art.
- Create and evaluate a functional work of art that could be used in everyday life.

### **Sample Performance Task**

In this lesson students will create pinch pots. The teacher will begin with a discussion of how clay is made and where it can be found. While showing various photos or real examples of different types of pottery, the teacher will explain how humans have been making functional forms with clay for thousands of years. Then the teacher will demonstrate how to make a variety of pinch pots. The opening of the pot can then be formed into different shapes (e.g., circle, triangle, heart, star, oval). The teacher will discuss using fingers or tools to decorate the pinch pots. Next, the students will create their own functional pinch pots. The type of clay is optional.

The teacher will assess by observing the process and by having the students discuss the functions of their pinch pots.

### **Integration/Linkages**

History, World Cultures, Science, Mathematics

### **Standard 3.0 Evaluation**

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

### **Learning Expectations**

The student will

- 3.1 Use visual symbols to communicate meaning in works of art.
- 3.2 Create works of art using a variety of themes.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Identify visual symbols that can be used to communicate meaning in works of art.
- Discuss works of art that use different themes.

### Level 2

- Demonstrate the use of visual symbols to communicate meaning in works of art.

- Create a work of art representing a specified theme.

### Level 3

- Explain the use of visual symbols to communicate meaning in their own works of art.
- Discuss and compare individual artworks based upon a specified theme.

### **Sample Performance Task**

#### American Postage Stamp Design

The student will design an American postage stamp. The teacher will begin with a discussion about American symbols (e.g., bald eagle, Twin Towers, Washington Monument, Statue of Liberty, Liberty Bell, baseball, apple pie). The teacher will show examples that demonstrate how to lay out the parts of a stamp: border, image, postage cost/country (U.S.A.), and perforated edge. The students will then design and create their own stamps. First using a pencil, the student will trace a pre-cut two inch strip to create a border. Next, the student will draw an American image and postage cost/country, then trace over the pencil lines using a black marker (border, image, and postage cost/country). The image within the border is now ready to be colored in, leaving the border and edge white. The final step will be to create the perforated edge using special scissors, pennies or stencils.

The teacher will assess by observing the use of visual symbols to communicate an American theme.

### **Integration/Linkages**

History, American Culture, Social Studies, Reading, Writing, Geography

### **Standard 4.0 Historical and Cultural Relationships**

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

### **Learning Expectations**

The student will

- 4.1 Relate characteristics of specific artwork from different cultures.
- 4.2 Explain how history influenced art.
- 4.3 Explain how cultures influenced art.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Identify characteristics of specific artwork from different cultures.
- Discuss specific reasons for ways in which history influenced art.
- Discuss specific reasons for ways in which cultures influenced art.

#### Level 2

- Discuss characteristics of specific artwork from different cultures.
- Describe how history influenced art.
- Describe how cultures influenced art.

#### Level 3

- Compare/contrast characteristics of specific artwork from different cultures.
- Create an artwork that is influenced by a specific period in history.
- Create an artwork that is influenced by a specific culture.

### **Sample Performance Task**

#### Architecture: Houses From Around the World

The teacher will show and discuss the architecture of houses from different cultures (e.g., Roman villas, Mexican adobe houses, African huts, Native American tee pees, Eskimo igloos). The discussion will include reasons why different cultures build various types of houses (e.g., climate, availability of materials, religion). The student will draw a house from a different culture.

The teacher will assess by asking each student to describe the culture that inspired their decisions, explain materials that would be used to build it and reasons for their choices.

### **Integration/Linkages**

History, World Cultures, Geography, Mathematics, Social Studies, Science

### **Standard 5.0 Reflection and Assessment**

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

### **Learning Expectations**

The student will

- 5.1 Recognize that artwork is created for a variety of reasons.
- 5.2 Express personal preferences after talking about his/her own works of art and the works of others.
- 5.3 Describe influences on his/her own artwork.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### Level 1

- Identify purposes for creating works of art.
- Identify personal preferences after viewing specific works of art.
- Identify reasons for developing a specific artwork.

### Level 2

- Describe purposes for creating works of art.
- Explain the reasons for their personal preferences.
- List characteristics of their own artwork.

### Level 3

- Compare a variety of purposes for creating works of art.
- Compare the reasons for their personal preferences in their own art works and in works of others.
- Interpret how specific characteristics influenced the development of their own artwork.

## **Sample Performance Task**

This lesson plan will use the students' artwork in a class discussion game. The teacher will display individual artwork, one from each student in the class. The game begins when one student chooses an artwork (not their own) and explains a positive reason for the choice. The student whose artwork was chosen will then give one reason why they like their artwork and also what they would do differently if allowed to do it again. Then that artwork is removed. The student whose artwork was discussed will choose next. This process continues until each student has had a turn.

The teacher assessment will be based on the student's ability to verbalize preferences.

## **Integration/Linkages**

Reading, Writing, Interpersonal Communication Skills

## **Standard 6.0 Interdisciplinary Connections**

Students will make connections between visual arts and other disciplines.

## **Learning Expectations**

The student will

- 6.1 Demonstrate an understanding of similarities and differences between visual arts and other disciplines.

**Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Explore similarities and differences between visual arts and other disciplines.

Level 2

- Recognize similarities and differences between visual arts and other disciplines.

Level 3

- Describe similarities and differences between visual arts and other disciplines.

**Sample Performance Task**

Illustrating a Story

The teacher will show various types of familiar book illustrations. Discuss how a story can be understood by pictures alone, words alone, or a combination of the two. A new short story will then be read to the class and written for the students to see without the pictures being shown. Each student will illustrate his/her favorite part of the story. Students will write a caption for their pictures in their own words. The pictures will be displayed in sequential order and reviewed. (It is fine if not all of the story is portrayed.)

The teacher will assess by checking for connections between what was read and what the illustrations convey.

**Integration/Linkages**

Reading, Writing, Storytelling, Communication Skills