

# VISUAL ARTS: GRADE 2

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## STANDARDS FOR VISUAL ARTS GRADE 2

The second grade visual arts program engages students in the creative process, problem solving, and aesthetic understanding through the development and examination of their artworks and the work of others. Learning to participate as an exhibiting artist-presenter and as an audience member becomes the basis for the development of the critique process. Through experience in a range of art processes, students use a variety of materials and techniques to formulate and express ideas. The visual arts also provide natural connections for students to explore concepts from other academic disciplines and the world around them. Development of a basic understanding of the elements of art – color, form, line, shape, space, texture, and value – provides a foundation for art vocabulary development and other art concepts.

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### **CREATING (Investigate – Plan – Make)** **Conceiving and developing new artistic ideas and work**

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VA.Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.

VA.Cr1.2.2 Experiment and create art with various tools/materials (for example: paint, clay, paintbrush) and approaches (for example: using elements and principles of art, applying artistic ideas from other cultures) driven by personal interests, questions, and curiosity (required: repurpose objects to make something new).

VA.Cr2.1.2 Demonstrate safe procedures for using and cleaning art materials, tools, and equipment.

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### **CREATING (Reflect – Refine – Continue)** **Conceiving and developing new artistic ideas and work**

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VA.Cr3.1.2 Discuss and reflect with peers about choices in creating artwork.

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### **PRESENTING (Select – Analyze – Share)** **Interpreting and sharing artistic work**

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VA.Pr1.1.2 Categorize artworks based on a theme (for example: landscapes, environments, art movements) or concept (such as for an exhibit, portfolio, art show, mock gallery).

VA.Pr2.1.2 Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (for example: mounted on construction paper, including a label with student name and title, elevated on a base).

VA.Pr3.1.2 Describe how art exhibited inside and outside of schools (for example: school hallway or library, virtual spaces, museums, galleries) contributes to communities.

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### **RESPONDING (Perceive – Analyze – Interpret)** **Understanding and evaluating how the arts convey meaning**

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VA.Re1.1.2 Describe visually appealing characteristics of the natural world (for example: desert landscape) and constructed environments (for example: city).

VA.Re1.2.2 Compare images based on expressive qualities (mood, emotion, feeling), such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny).

VA.Re2.1.2 Interpret art by describing relevant subject matter (for example: sculptures, landscapes, portraits).

VA.Re3.1.2 Use learned art-specific vocabulary (for example: elements and principles of art) to express preferences about artwork.

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### **CONNECTING (Synthesize – Relate)**

#### **Relating artistic ideas and work with personal meaning and external context.**

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VA.Cn1.1.2 Create artworks about events in home, school, or community life.

VA.Cn2.1.2 Compare cultural uses (for example: honoring people, remembering events) of artwork (for example: pottery, quilts) from different times and places.

