

# Grade Two

Visual and Performing Arts: Visual Arts Content Standards.

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## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

### Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Skills, Processes, Materials, and Tools

- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

### Communication and Expression Through Original Works of Art

- 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use bilateral or radial symmetry to create visual balance.

### **3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### **Role and Development of the Visual Arts**

- 3.1 Explain how artists use their work to share experiences or communicate ideas.
- 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

#### **Diversity of the Visual Arts**

- 3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

### **4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

#### **Derive Meaning**

- 4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
- 4.2 Compare different responses to the same work of art.

#### **Make Informed Judgments**

- 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### **Connections and Applications**

- 5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).
- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

#### **Visual Literacy**

- 5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

#### **Careers and Career-Related Skills**

- 5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).