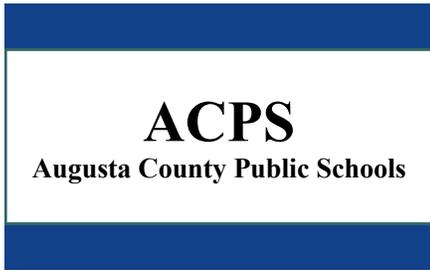


## STUDENT LEARNING GOALS for ART



### The Student Will:

- Communicate ideas by creating works of art.
- Foster creativity, self expression, confidence, and understand that their work is unique and of value.
- Learn and apply proper safety procedures.
- Will connect, through personal expression, to other areas of learning.
- Participate in cleaning work space and be respectful of others & school property.

Second graders will continue to develop fine motor skills and observational skills. They will apply their knowledge of basic art concepts in works of art including geometric and organic shapes, symmetry, color wheel, line variations, and overlapping.

<h1 style="font-size: 2em; margin: 0;">2nd GRADE</h1>	<h2 style="margin: 0;">Essentials of the Curriculum</h2> <h3 style="margin: 0;">Art SOL Connections</h3>			
	<p style="text-align: center;"><b><u>Visual Communication and Production</u></b></p> <p><b>2.1</b> Investigate solutions to an art problem.</p> <p><b>2.2</b> Incorporate unanticipated results.</p> <p><b>2.3</b> Use literary sources to generate ideas for works of art.</p> <p><b>2.4</b> Identify, use, and produce: <b>Secondary Colors</b>—green, purple, and orange.</p> <p><b>Forms</b>—cube, cylinder, sphere, pyramid and cone.</p> <p><b>Shapes</b>—organic and geometric.</p> <p><b>Patterns</b>—complex, alternating, and repeating.</p> <p><b>2.5</b> Use environmental/historical themes in art work.</p> <p><b>2.6</b> Illustrate observations.</p> <p><b>2.7</b> Depict objects in proportion.</p> <p><b>2.8</b> Collaborate to create artwork.</p> <p><b>2.9</b> Use a variety of sources for art ideas: nature, people, images, imagination, resource materials.</p> <p><b>2.10</b> Create a three-dimensional work of art using a variety of materials.</p> <p><b>2.11</b> Manipulate clay to create a work of art.</p>	<p style="text-align: center;"><b><u>Cultural Context and Art History</u></b></p> <p><b>2.12</b> Recognize types of art careers: illustrator, painter, cartoonist, sculptor, printmaker, portrait artist, graphic designer, animation artist, set designer, decorator, fashion designer.</p> <p><b>2.13</b> Compare the art, artifacts, and architecture of other cultures with that of their own culture.</p> <p><b>2.14</b> Identify symbols from various cultures.</p> <p><b>2.15</b> Identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.</p> <p style="font-size: 0.8em; margin-top: 10px;"><i>*Demonstrate and use motor skills, symmetry, overlapping, texture.</i> <i>* Fill entire picture plane.</i> <i>* Use the computer as an art medium.</i></p>	<p style="text-align: center;"><b><u>Judgment and Criticism</u></b></p> <p><b>2.16</b> Support opinions expressed about artwork.</p> <p><b>2.17</b> Categorize artwork by subject matter, including portrait, landscape, and still life.</p> <p><b>2.18</b> Distinguish between natural and man-made objects.</p> <p><b>2.19</b> Interpret ideas and feelings expressed in works of art.</p> <div style="background-color: #ffe0e0; padding: 5px; margin-top: 10px;"> <p style="text-align: center; margin: 0;"><b>ENRICHMENT</b></p> <p style="margin: 0;">The following activities may reinforce basic skills and expand student interest.</p> <ul style="list-style-type: none"> <li>* Sew a stitched design.</li> <li>* Design a collage.</li> <li>* Create crayon resist.</li> <li>* Paper Mache, Celuclay.</li> <li>* Develop activities based on specific school interests.</li> </ul> </div>	<p style="text-align: center;"><b><u>Aesthetics</u></b></p> <p><b>2.20</b> Discuss the value of public art to the community.</p> <p><b>2.21</b> Describe meanings and feelings evoked by a work of art.</p> <p><b>2.22</b> Discuss ways the art of a culture reflects its people's beliefs.</p> <div style="background-color: yellow; padding: 5px; margin-top: 10px;"> <p style="text-align: center; margin: 0;"><b>ART MEDIA</b></p> <p style="margin: 0;">pencil, oil pastels, crayons, markers, ink, scratchboard, color pencils, tempera (liquid and cake), finger paints, watercolor, acrylic, slip, cutting, gluing, paper/other collage, computer applications, printmaking, stamping, tissue, clay, playdough, Celuclay, craft sticks, styrofoam, cardboard, paper mache/wheat paste, recycled/found objects, beads, weave, soft pastels</p> </div>
<p style="text-align: center;"><b>Learning Skills in a 21st Century Art Class</b></p> <p style="margin-top: 10px;">Art students will utilize the following skills while incorporating the technological changes of the 21st century.</p> <p style="font-size: 0.8em; margin-top: 10px;">Analyze Classify Collaborate Communicate effectively Compare and Contrast Create hypotheses Critique Describe Distinguish between fact and opinion Draw conclusions Follow directions Increase vocabulary Interpret Listen Make presentations Manage time Manipulate Observe Organize Outline Predict outcomes Recognize cause &amp; effect Revise Self assess Summarize Think inventively Use resources Use technology Work productively Work together</p>	<p><b>Art Across the Curriculum:</b> The following activities are examples of how art will connect knowledge within and across the disciplines.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary/Language Arts</b>— Use literary sources to generate ideas, use resource materials, interpret ideas.</li> <li>• <b>Math</b>— Proportion, 3-D, geometric/organic shapes, patterns.</li> <li>• <b>History and Social Science</b>— Art careers, artifacts, architecture of other cultures, Ancient Egypt, Ancient China, Native Americans.</li> <li>• <b>Science</b>—Experimentation, manipulation of clay, weather, symmetry.</li> </ul>			