



STUDENT LEARNING GOALS for ART

The student will:

- Develop aesthetic awareness, imagination, perception, appreciation, knowledge and skills
- Foster creativity, self-expression, self-confidence and self-discipline
- Expand craftsmanship, problem solving abilities, cultural understandings and safety procedures
- Participate in clean-up, share and help others, respect the property of the school and others, take turns, and work in groups

The Grade 2 essentials include continued development of fine motor skills and observational abilities. Students should realize the narrative qualities of art and greatly expand on their knowledge of basic art concepts including: symmetry, overlapping, color value, geometric/organic shapes and line variation.

Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

Visual Communication and Production

- 2.1 Investigate solutions to an art problem
- 2.2 Incorporate unanticipated results
- 2.3 Use literary sources to generate ideas for works of art
- 2.4 Identify, use, and produce:
 - secondary colors** - orange, violet, & green
 - shapes** - geometric & organic
 - forms** - cube, cylinder, sphere, pyramid, & cone
 - patterns** - complex, alternating, & repeating
- 2.5 Use environmental/historical themes in art work
- 2.6 Illustrate observations
- 2.7 Depict objects in proportion
- 2.8 Collaborate to create artwork
- 2.9 Use a variety of sources for art ideas: nature, people, images, imagination, resource materials
- 2.10 Create a three-dimensional work of art using a variety of materials
- 2.11 Manipulate clay to create a work of art

- Demonstrate and use: motor skills (fold & cut) symmetry overlapping texture
- Fill entire picture plane
- Understand the computer as an art medium and resource tool

Cultural Context and Art History

- 2.12 Recognize types of art careers: illustrator, painter, cartoonist, sculptor, printmaker, graphic designer, animation artist, set designer, decorator, fashion designer
- 2.13 Compare the art, artifacts, and architecture of other cultures with that of their own culture
- 2.14 Identify symbols from various cultures
- 2.15 Identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians (First Americans)

Judgment and Criticism

- 2.16 Support opinions expressed about artwork
- 2.17 Categorize artwork by subject matter, including portrait, landscape, and still life
- 2.18 Distinguish between natural and man-made objects
- 2.19 Interpret ideas and feelings expressed in works of art

Aesthetics

- 2.20 Discuss the value of public art to the community
- 2.21 Describe meanings and feelings evoked by a work of art
- 2.22 Discuss ways the art of a culture reflects its people's attitudes and beliefs

Art Across the Curriculum: The following assignments/activities are examples of how art will connect knowledge within and across the disciplines.

- **Math** -Develop elaborate patterns, demonstrate symmetry and incorporate geometric and organic shapes into artwork.
- **Social Studies** - Correlate with county and state curriculum.
- **Language Arts** - Use literature, vocabulary, identification and communication skills for exploring art. Refer to the Henrico County Visual Literacy Curriculum.
- **Science** - Find naturally occurring examples of symmetry and various color values.
- **Health and Physical Education** - Develop safety practices and demonstrate the concept of symmetry/balance through body movement.
- **Music** - Study similarities between musical and visual patterns. Share the songs, lyrics and dances of different cultures.
- **Careers** - Discuss various careers within our community and other cultures that incorporate a knowledge of basic art concepts - For example: interior designers, photographers, architects and curators.
- **Economics** - Discuss artifacts (needs) with fine art (wants, luxury) and that artists and craftsmen get paid.

Enrichment: The following assignments and activities are designed to reinforce basic skills and to expand students' interest and abilities.

- Sew a Stitched Design
- Design a Collage
- Create a Crayon Resist
- Develop activities based on specific school interest

Ethical Procedures

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.



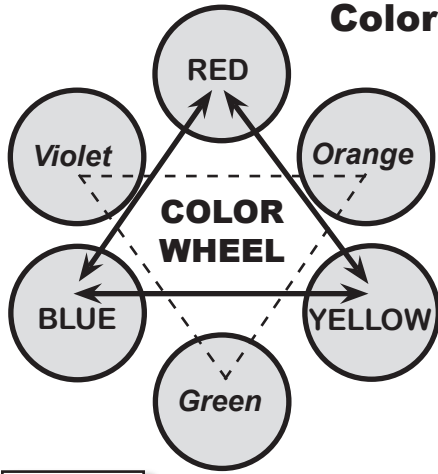
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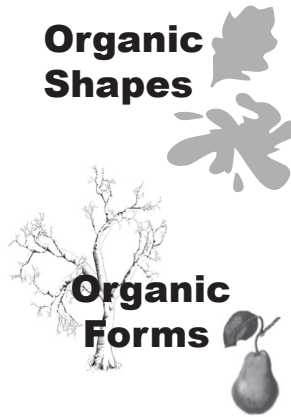
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SECOND GRADE VISUAL ARTS VOCABULARY & CONCEPTS

Color Theory



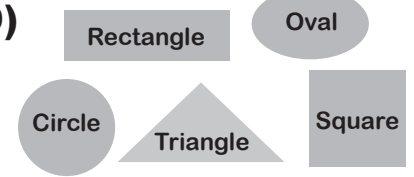
Organic Shapes



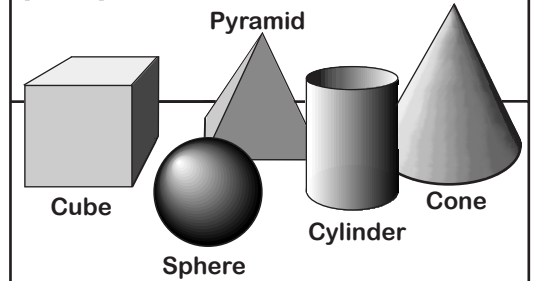
Organic Forms



Geometric Shapes (2-D)



(3-D) Geometric Forms



Skills

- Tearing
- Stamping
- Folding
- Weaving
- Drawing
- Painting



Portrait



Landscape



Still Life

Size (Spatial) Relationships

Observe Overlapping

Man-made Natural

Learn about famous artists and the art of various cultures around the world

- Ancient Egypt
- Ancient China
- Native America

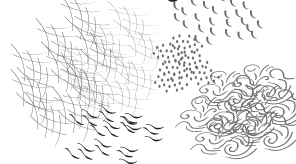


Types of Artists

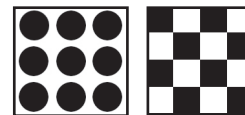
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|-------------|-----------------|------------------|
| Illustrator | Printmaker | Graphic Designer |
| Painter | Decorator | Animation Artist |
| Cartoonist | Portrait Artist | Fashion Designer |
| Sculptor | Set Designer | Crafts Artist |

Texture

Visual/Tactile Rubbings



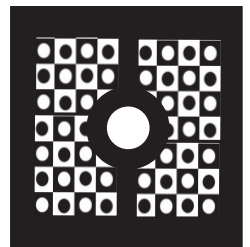
Patterns



Sequence

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Symmetry



Positive/Negative

Vocabulary

- | | | |
|------------|---------------|------------------------|
| collage | natural | resist |
| cone | observe | secondary |
| cube | organic | sphere |
| cylinder | overlapping | still life |
| form | pattern | symmetry |
| geometric | picture plane | tactile |
| illustrate | portrait | theme |
| landscape | primary | three dimensional (3D) |
| man-made | proportion | visual |
| media | pyramid | |

Line Variation

Short

Long

Straight & thin

Thin

Thick

Dotted

Dashed



Line Direction

