

# Grade Level: Second

Visual Arts Curriculum Framework

## Artistic Process: Creating

### National Core Arts Standards:

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Anchor Standard 3:** Refine and complete artistic work.

### Enduring

#### Understandings

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

### Essential

#### Questions

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with:
- How do objects, places, and design shape lives in communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?



## Drawing

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create drawings that demonstrate: <ol style="list-style-type: none"> <li>1. Experimentation with various drawing materials.</li> <li>2. Use a variety of line (straight, curved, spiral, intersecting, thick, and thin) in a drawing.</li> <li>3. Use geometric shapes in a drawing.</li> <li>4. Use implied texture.</li> <li>5. Use repetition/pattern.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a family portrait with attention to physical features.</li> <li>• Create an abstract drawing using a variety of line types and geometric shapes.</li> <li>• Discuss how artists express themselves; note the use of different mediums, and the effects of black and white, and color.</li> <li>• Illustrate a folk or fairy tale.</li> <li>• Create a close-up drawing of a flower. –Georgia O’Keefe</li> <li>• Create a landscape drawing incorporating a horizon line and different types of landforms.</li> </ul> <p><b>Suggested artists:</b> Trina Schart Hyman, Carmen Lomas Garza, Paul Klee, Miro, Kandinsky, Bridget Riley, Georgia O’Keefe, Ed Heck</p>	<ol style="list-style-type: none"> <li>1. Identify and use safely various drawing materials.</li> <li>2. Create and identify various line types.</li> <li>3. Create and identify geometric shapes.</li> <li>4. Create and identify implied texture.</li> <li>5. Create and area of repetition/pattern within a drawing.</li> </ol>		
<b>Vocabulary</b> Geometric Shapes	<i>Illustration</i> <i>Illustrator</i>	<i>Implied Texture</i> <i>Line types</i>	<i>Pattern</i> <i>Repetition</i>	<i>Two-Dimensional</i>

## Painting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
Create paintings that demonstrate: <ol style="list-style-type: none"> <li>1. Use a variety of brush strokes to create lines (straight, curved, spiral, intersecting, thick, and thin) in a painting.</li> <li>2. Use geometric shapes.</li> <li>3. Use implied and real textures.</li> <li>4. Use cool and warm colors.</li> </ol>	<ul style="list-style-type: none"> <li>• Create an abstract painting using a variety of line types and geometric shapes. -Kandinsky</li> <li>• Use real/implied texture. Create a painting of an animal using brush stroke to create texture of fur, feathers or scales.</li> <li>• Create a collaborative mural.</li> <li>• Paint a seascape using warm and cool colors.</li> <li>• Create a watercolor crayon resist painting inspired by African Adire cloth.</li> <li>• Create a painting of an animal inspired by Aboriginal dot painting.</li> </ul> <p><b>Suggested artists:</b> Faith Ringgold, Jacob Lawrence. Miro, Sam Gilliam, Kandinsky, Bridget Riley, John Sloan, Judy Chicago, and Carmen Lomas Garza, Diego Rivera and picture-book illustrator Jerry Pinkney, Vincent Van Gogh, Hokusai, Aboriginal Art</p>	<ol style="list-style-type: none"> <li>1. Create and identify various line types in a painting.</li> <li>2. Create and identify geometric shapes in a painting.</li> <li>3. Create and identify real and implied texture.</li> <li>4. Use and identify warm and cool colors.</li> <li>5. Identify and use safely and proficiently various painting materials, tools and equipment.</li> </ol>		
<b>Vocabulary</b> Abstract Geometric Shape	<i>Implied Texture</i> <i>Line type</i>	<i>Real texture</i> <i>Tempera Paint</i>	<i>Warm and Cool color</i> <i>Watercolor paint</i>	



## Printmaking

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
<p>Create Prints that demonstrate:</p> <ol style="list-style-type: none"> <li>1. Basic printmaking techniques such as stamping, marbling, rubbing, of relief printing.</li> <li>2. Various elements of art.</li> </ol>	<ul style="list-style-type: none"> <li>• Create repetition/pattern in a print. –e.g. block textiles</li> <li>• Use Styrofoam to create a printing plate –e.g. cityscape, buildings, animals</li> <li>• Create a stamp of a symbol or design.</li> <li>• Create an artwork inspired by block printed textiles from India or African Adinkra cloth.</li> <li>• Print an edition of prints.</li> <li>• Suggested artists:</li> <li>• Jasper Johns, Andy Warhol, Käthe Kollwitz, Hokusai, Albrecht Durer, Hiroshige and</li> <li>• Robert Rauschenberg</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a print using various printing technique.</li> <li>2. Create and identify the elements of art within a print.</li> </ol>		
<p><b>Vocabulary</b> Brayer</p>	<p><i>Ink</i> <i>Paint</i></p>	<p><i>Plate</i> <i>Printmaker</i></p>	<p><i>Raised</i> <i>Recessed</i></p>	<p><i>Relief</i></p>

## Ceramics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
<p>Create a variety of ceramic artworks that demonstrate:</p> <ol style="list-style-type: none"> <li>1. Use of slab.</li> <li>2. Use scoring and slipping.</li> <li>3. Paint or glaze a piece of ceramics.</li> <li>4. Additive or subtractive techniques.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a texture slab pocket.</li> <li>• Create repetition/pattern in a work of clay.</li> <li>• Create beads from clay.</li> <li>• Create a vessel using the slab technique.</li> <li>• Create a turtle sculpture using the slab technique.</li> </ul> <p><b>Suggested artists:</b> Marilyn Levine, Salt City Ceramics Guild artists, Pablo Picasso, pre-Columbian pottery, Greek pottery, Native American pottery, Jun Kanenko, Richard Notkin</p>	<ol style="list-style-type: none"> <li>1. Create a work of art using the slab technique.</li> <li>2. Identify different ceramic techniques.</li> <li>3. Identify the difference between paint and glaze.</li> <li>4. Identify different uses for ceramics.</li> </ol>		
<p><b>Vocabulary</b> 3-Dimensional Additive and</p>	<p><i>subtractive</i> <i>Clay</i> <i>Glaze</i></p>	<p><i>Hand building</i> <i>Kiln</i> <i>Real Texture</i></p>	<p><i>Score</i> <i>Slab</i> <i>Slip</i></p>	



## Sculpture

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a 3-Dimensional sculpture that demonstrates: <ol style="list-style-type: none"> <li>1. Various elements of art.</li> <li>2. Incorporates different forms.</li> <li>3. Use of different mediums such as papier mache', paper, plaster, wood, found objects.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a wire sculpture.</li> <li>• Create a papier mache' sculpture. –e.g. earthworm, or bug</li> <li>• Create a found object sculpture. –e.g. robot</li> <li>• Create a sculpture using cardboard tubes and papier mache'. –e.g. dinosaur</li> </ul> <p><b>Suggested artists:</b> Miro, Calder, Michelangelo, Picasso, Ruth Asawa, Jun Kanenko, Richard Notkin, Claire Hartoonian, Bette Sayre, Augusta Savage, Tom Huff (local), Henry Moore</p>	<ol style="list-style-type: none"> <li>1. Create and identify the elements of art within a sculptural work.</li> <li>2. Identify 3-D forms such as a cylinder, sphere, cone, cube, pyramid, rectangular prism, etc.</li> </ol>
<b>Vocabulary</b> 3-Dimensional	Abstract Form	Found object Medium

## Mixed Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
Create a collage that demonstrate: <ol style="list-style-type: none"> <li>1. Use a variety of collage methods and materials.</li> <li>2. Create a paper-weaving project.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a collage using various materials such as felt, paper, yarn, found objects.</li> <li>• Create a book of numbers, letters or shapes.</li> <li>• Create a work of art that tells a story or emphasizes sequence.</li> <li>• Urban Neighborhood collage with a student photo.</li> <li>• Paper weave using warm and cool colors.</li> </ul> <p><b>Suggested artists:</b> Jasper Johns, Eric Carle, Matisse, Chuck Miley, Faith Ringgold, Romare Bearden</p>	<ol style="list-style-type: none"> <li>1. Create a collage using mixed media.</li> <li>2. Create a paper weaving.</li> </ol>
<b>Vocabulary</b>	Collage	Implied/real texture    Mixed Media



## Technology/Media

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Create a work of art using basic computer technologies or programs.	<ul style="list-style-type: none"> <li>Drawing using a paintbrush and drawing tool features on a computer.</li> <li>Incorporate a digital image into a mixed media artwork.</li> <li>Research an artist.</li> </ul>	<ol style="list-style-type: none"> <li>Using technologies create a work of art.</li> <li>Be exposed to art videos.</li> </ol>
<b>Vocabulary</b>	<i>Computer</i>	<i>Digital Image</i> <i>Technology</i>

## Artistic Process: Presenting

### National Core Arts Standards:

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

### Enduring Understandings

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

### Essential Questions

- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservations or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?



## Process

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Identify and categorize artwork based on a theme or concept for an exhibit.	<ul style="list-style-type: none"> <li>Students select and determine a piece of artwork and how it should be grouped for an art show.</li> <li>View museum and gallery artworks and look at how they are grouped.</li> </ul>	1. Verbally or written describe how a museum/school/virtual space or gallery could group art for the strongest impact.
<b>Vocabulary</b>	<i>Artwork</i>	<i>Categorize</i>
	<i>Collection</i>	<i>Theme</i>

## Venues

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	<ul style="list-style-type: none"> <li>Virtual tours of art in different venues.</li> <li>Discuss why art is important to the community.</li> <li>Museum/Gallery walk of artwork in room, or school.</li> </ul>	1. Verbally describe in his or her own words the function museums, galleries, virtual spaces, and other venues might benefit the community.
<b>Vocabulary</b>	<i>Display</i>	<i>Museum</i>
<i>Art Gallery</i>		<i>Venue</i>
		<i>Virtual space</i>

## Methods

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Distinguish between different materials or artistic techniques for preparing art for display.	<ul style="list-style-type: none"> <li>Have student's compare/contrast paper vs. mat board.</li> <li>Have students mat a selected piece of art work.</li> </ul>	1. Students will be able to tell the difference between real mat board, a paper mat and mounting.
<b>Vocabulary</b>	<i>Mat board</i>	<i>Mounting</i>
		<i>Presentation</i>



# Artistic Process: Responding

## National Core Arts Standards:

**Anchor Standard 7:** Perceive and analyze artistic work.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

### Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

### Essential Questions

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

## Art Criticism

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Perceive and describe aesthetic characteristics of one’s natural and constructed environments. 2. Use art vocabulary to express preferences about artworks.	<ul style="list-style-type: none"> <li>• Class discussion of city vs. Country.</li> <li>• Class discussion about different artworks.</li> <li>• V.T.S.</li> </ul>	1. Student will describe an artwork that shows their natural or constructed environment using correct art vocabulary. 2. Student verbally presents their chosen artwork to the class and reasons why it is preferred.
<b>Vocabulary</b> City	Country Environment	Presentation Respectful



## Aesthetics

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Interpret art by identifying the mood suggested by a work of art and describing the relevant subject matter.	<ul style="list-style-type: none"> <li>Show different examples of artists work and have students describe it and why they think it might have been created.</li> <li>V.T.S.</li> </ul>	1. Student identifies subject matter in chosen works of art and explains why the artist might have created the piece.
<u>Vocabulary</u>	<i>Details</i>	<i>Imagery</i>
		<i>Mood</i>
		<i>Subject Matter</i>

## Visual Literacy

Student Objectives	Suggested Activities/ Themes	Benchmark Skill
1. Interpret art by categorizing images based on expressive properties.	<ul style="list-style-type: none"> <li>Provide students with a selection of images and have them group similar imagery by genre, artist or artistic properties –e.g. pop, abstract, realistic, impressionistic.</li> </ul>	1. Student will describe similarities in images based on expressive properties.
<u>Vocabulary</u>	<i>Expressionism</i>	<i>Genre</i>
		<i>Imagery</i>

## Artistic Process: Connecting

### National Core Arts Standards:

**Anchor Standard 10:** Synthesize and relate all knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

#### Enduring Understandings

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

#### Essential Questions

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art making?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?





## Personal Connections/Relating

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Students will create an artwork about an event in home, school or community life.	<ul style="list-style-type: none"> <li>• Create a work of art that describes a personal experience about the student, from home, school or community.</li> </ul>	1. Student will create a personal work of art about a life experience and share it with a peer or teacher.		
<b><u>Vocabulary</u></b>	<i>Experience</i>	<i>Personal</i>	<i>Share</i>	<i>Story</i>

## Observing and Interpreting

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Students will compare and contrast cultural uses of artwork from different times and places.	<ul style="list-style-type: none"> <li>• Discussions of various artworks: whole group, small group, or peer/teacher share.</li> <li>• Videos of art from different countries and times.</li> <li>• Compare and contrast similar art types from different countries and times.</li> <li>• V.T.S.</li> </ul>	1. Student will verbally compare and contrast artworks with a peer or teacher from different countries and times.		
<b><u>Vocabulary</u></b>	<i>Artwork</i>	<i>Compare</i>	<i>Contrast</i>	<i>Culture</i>

## Societal, Cultural and Historical Significance

Student Objectives	Suggested Activities/ Themes	Benchmark Skill	
1. Students will examine artwork from other cultures and times.	<ul style="list-style-type: none"> <li>• V.T.S.</li> <li>• Use higher order questioning to encourage students to interpret the artwork's purpose.</li> <li>• PowerPoint Presentation of a chosen culture or time in history and their artwork.</li> <li>• Create an artwork inspired by a particular culture.</li> </ul>	1. Student will create an artwork based on a chosen culture, society or historical time period.	
<b><u>Vocabulary</u></b>	<i>Culture</i>	<i>History</i>	<i>Society</i>



## Functions of Art

Student Objectives	Suggested Activities/ Themes	Benchmark Skill		
1. Understand that people from different places and times made art for a variety of reasons.	<ul style="list-style-type: none"> <li>Class discussion as to why people make artworks and if they are the same around the world and throughout history.</li> </ul>	1. Identify purpose in art making from people of different times and places.		
<u>Vocabulary</u>	<i>Culture</i>	<i>Function</i>	<i>History</i>	<i>Purpose</i>