DVUSD Visual Arts Objectives

Second Grade

**Media, Techniques and Processes**

1. Describes a work of art by media (e.g. drawing, painting, collage, sculpture, print, photography and computer art)

2. Compares works of art created with a variety of media, tools and materials (e.g. compares a landscape created with paint versus pastels)

3. Applies vocabulary related to media, techniques, processes, tools and equipment

4. Manipulates art media in order to communicate one’s own intended meaning

5. Works co-operatively to maintain quality of art materials

6. Uses and mixes warm and cool colors

7. Expresses individual ideas, thoughts and feelings through paint

8. Creates real and simulated textures

9. Creates prints from objects found in nature or man-made objects

10. Creates weavings using mixed media (e.g. paper or yarn)

11. Demonstrates modeling using the additive process (i.e. score and slip)

12. Combines two or more media (e.g. wire, paper, foam) to create a 3-dimensional sculpture

13. Explores a basic multimedia presentation (e.g. Kid Pix slide show, digital camera or video)

**Elements and Principles**

1. Discusses how specific elements of art (i.e. line, shape, color) are connected with and applied to specific organizational principles of art (i.e. pattern, texture, rhythm)

2. Compares and contrasts styles of art in reference to the design elements used by various artists (e.g. Henri Matisse to Pablo Picasso)

3. Creates a composition demonstrating one’s own skill using line, shape, color, texture and pattern

4. Identifies and uses line to create rhythm in a composition (e.g. repeated pattern)

5. Identifies and uses warm and cool colors in a composition

6. Recognizes and discusses the illusion of depth created by position and size in a composition (i.e. foreground, middle ground, background, overlapping)

7. Creates a collage illustrating the concept of foreground, middle ground, and background (e.g. landscape, seascape, cityscape)

8. Identifies form as 3-dimensional and as an element of art

9. Creates 3-dimensional forms by modeling, assembling or constructing

**Content**

1. Produces a landscape

2. Demonstrates through mixed media that one’s knowledge, experiences and beliefs are inspiration for art

3. Explores making artwork that expresses personal feelings (e.g. making a personal quilt)

4. Examines purposes for making art (e.g. function, religion, politics, communication, aesthetics)

5. Uses symbols and motifs from various cultures to create artwork (e.g. color and pattern in Ashanti Kente cloth; Japanese blue and white design; Mexican Huichol yarn paintings)

6. Chooses an historical event studied in social studies and creates a narrative work of art (e.g. Diego Rivera)

**History and Cultures**

1. Examines the traditions of a culture through the use of color schemes (e.g. blue and white porcelains and/or fabrics of Japan)

2. Identifies the cultural origins of artwork from selected cultures (e.g. Ghana, Japan or Mexico)

3. Demonstrates appreciation of diversity as expressed through art by comparing and contrasting works of art (i.e. Katsuhika Hokusai to Diego Rivera and Pablo Picasso to Henri Matisse)

4. Distinguishes between the value of personal expression and stereotypical symbols

**Evaluation**

1. Articulates feelings about one’s own artwork

2. Evaluates personal preference for specific works of art and subject matter

3. Differentiates works viewed according to specific subject matter categories (i.e. still-life, landscape, portrait, non-objective)

4. Compares and contrasts a 2-dimensional artwork with a 3-dimensional artwork

5. Describes the differences between realistic and abstract works of art (e.g. Diego Rivera and Pablo Picasso

6. Evaluates one’s own work with written response to instructor questions

7. Demonstrates respect for another’s point of view by listening and responding to classmates’ comments with non-judgmental statements (e.g. I agree because…, I disagree because…)

**Connections**

1. Investigates one’s own family history and creates a piece of art as a personal response

2. Recognizes the function of the visual arts in the community (e.g. advertising, aesthetic)

3. Identifies two outdoor sculptures in the community

4. Recognizes different forms of digital media (e.g. video, computer art, film, photography)

5. Compares and contrasts artwork from one’s own society and another culture (e.g. Ghana, Mexico, Japan)

6. Recognizes and demonstrates environmental awareness by using recycled materials to create visual art

**Aesthetic Appreciation**

1. Respects the artistic tastes and preferences of classmates

2. Appreciates that art reflects different cultures and people

3. Admires and appreciates the work of master artists (e.g. Katsuhika Hokusai, Diego Rivera)

4. Appreciates how artworks enhance the community (e.g. sculpture in a park, friezes on a building)

5. Values expressive artwork over stereotypical symbols (e.g. a portrait instead of a “happy face”)

6. Evaluates the quality of one’s own artwork and feels a sense of pride in superior accomplishments

7. Enjoys working independently in various media (e.g. drawing, painting, printmaking, sculpting, pasting)