

## Second Grade Art State Standards

- A. A student should be able to create art:
- B. A student should be familiar with Alaska Native artworks and other art in the nation and in the world.
- C. A student should be able to critique art
- D. A student should be able to recognize meaning through art
- A1. Use new/traditional **materials** (might include, but are not limited to: paint, wood, clay, paper, chalk, crayons, felt pens, pencils... wire, fabric, etc.), **tools**, (might include, but are not limited to: brushes, scissors, computers, etc...), **techniques and processes** (might include, but are not limited to: sculpture, clay construction, carving, finger-painting, print making, collage).
- A2. Demonstrate creativity towards innovative thinking and problem solving ( select own tools and materials to express themselves)
- A3. Collaborate with others to create works of art
- B1. Recognize role of tradition/rituals in art as well as the role of art in traditions and rituals.
- B2. Explore similarities/differences through the art of different cultures.
- B3. Learn to respect cultural perspectives
- C1. Introduced students to criteria for evaluating art; elements, principles craftsmanship, function, organization, originality, technique, or theme as appropriate to grade level
- C2. Examine works of art and offer constructive opinions

- D1. Listen to the constructive opinions about art from others
- D2. Make artistic choices in everyday living
- D3. Express own interpretation of art work (subject, content, composition)

### Key Elements

#### Color

- name colors: identify **primary** colors (red, blue, and yellow)
- formally introduce: color wheel, placement of primaries
- explore: mixing colors from primaries

#### Line

- name: **vertical, horizontal, and diagonal**
- explore: create thick, thin, light and dark lines with a variety of tools and media
- introduce: **contour** lines (*lines that form the outside edges of the image, showing the objects contour*)

#### Shape

- recognize or look for: basic shapes inherent in all objects and use that knowledge in art work (*Is the tree the shape of a triangle or circle? Is the car made up of rectangles and circles?*)

#### Form

- use forms to create models of real objects (e.g. *using found or scrap objects with real forms such as cylindrical cans, rectangular boxes, etc. and/or created forms like pyramids, and cones to create sculptures of real objects... such as cars, creatures, and buildings*)

#### Texture

create: use texture in combination with forms (*add texture to forms with the use of real objects with texture such as egg cartons, corrugated cardboard, styrofoam, carpet samples, etc.*)

identify: textures in works of art (*look at photos of art work and illustrations for rough, smooth, soft, coarse, etc...* )

Space

name: **position** and **size, foreground** and **background**

explore: how the size and position of objects affect our perception of depth

Principle:

**Variety** - using enough different elements(colors, types of lines or shapes, etc.) or objects in the work to keep the viewer interested.