

FLINT RIVER ACADEMY

ART STANDARDS

SECOND GRADE

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1. The student engages in the creative process to generate and visualize ideas.
 - a. Generates visual images in response to *open-ended* prompts, themes, and narratives.
2. The student formulates personal responses.
 - a. States multiple interpretations for an object or image.
 - b. Revises artwork in response to unanticipated insights and discoveries.
3. The student selects and uses subject matter, symbols, and ideas to communicate meaning.
 - a. Discusses uses of symbols and cultural icons in artwork.
 - b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures, embodiments of mythical beings, intangible forces, feelings, personal or social values).
 - c. Generates new images and meaning by using visual analogy and metaphor (e.g., seeing a cloud as an animal).
 - d. Observes how the visual relationship of objects and ideas affects appearance of contrast and/or proportion and how placement may affect meaning and/or significance.
4. The student identifies artists as creative thinkers who make art and share his or her ideas.
 - a. Discovers personal relationship to community, culture, and world through making and studying art.
 - b. Articulates ideas and universal themes from diverse cultures of the past and present.
 - c. Creates artwork that explores ideas, issues, and events from current and past cultures.
5. The student views and discusses selected artworks.
 - a. Names subject and theme.
 - b. Uses context clues to identify time and place.
 - c. Identifies how culture and environment provide inspiration for creating artworks.
 - d. Recognizes media and technique.
 - e. Observes and discusses simple perspective techniques (e.g., diminishing size, overlapping, and place in the picture plane).
6. The student creates artworks based on personal experience and selected themes.
 - a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
 - b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, and texture).
 - c. Combines materials in new and inventive ways to make a finished work of art.
7. The student understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
 - a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).
 - b. Creates landscape with a horizon line.
 - c. Creates paintings with a variety of media (i.e., acrylic, tempera, watercolor).
 - d. Mixes colors intentionally to create specific new colors.
 - e. Mixes white with colors to create tints and black with colors to create shades (values).
 - f. Creates prints using mono-printing or relief techniques.
8. The student understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
 - a. Creates ceramic objects demonstrating the additive method using score and slip.
 - b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, and found objects).

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- c. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, and jewelry).
9. The student participates in appropriate exhibition(s) of artworks.
 - a. Writes a title that describes his or her finished work of art.
 - b. Writes an artist's statement by reflecting on finished artwork.
 - c. Signs a finished work of art.
 - d. Views displayed artwork.
10. The student talks about his or her artwork and the artwork of others.
 - a. Demonstrates a respect for all art forms and art objects.
 - b. Identifies the differences between photographs, paintings, and drawings.
 - c. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, and texture.
 - d. Differentiates horizontal, vertical, and diagonal lines.
 - e. Uses art terms with emphasis on the principles of organization: contrast rhythm/ movement, and pattern/ repetition.
 - f. Recognizes that lines can show rhythm and movement.
 - g. Demonstrates that shape/forms can have radial or symmetrical balance.
 - h. Points to geometric and non-geometric shapes and forms in artwork.
 - i. Describes colors as warm or cool.
 - j. Identifies value as the lightness or darkness of a color.
 - k. Distinguishes between 2-D shapes and 3-D forms.
 - l. Explains how space is either positive or negative.
 - m. Identifies symmetrical (formal) and radial balance in artworks and in nature.
 - n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.
 - o. Recognizes that texture can be visual and/or tactile.
 - p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.
11. The student uses a variety of approaches to understand and critique works of art.
 - a. Describes his or her artwork, revealing subject, story, and intention.
 - b. Discusses and compares his or her definition of art with that of others.
 - c. Compares and contrasts artworks based on subject, theme, and/or elements.
 - d. Expresses preference for one of two or three artworks.
12. The student applies information from other disciplines to enhance the understanding and production of artworks.
 - a. Explores and creates art inspired by ideas from literature, science, music, and/or math.
 - b. Creates works of art inspired by universal themes (e.g., self, family, community, and world).
13. The student develops life skills through the study and production of art.
 - a. Manages goals and time.
 - b. Adapts to change.
 - c. Works in teams.
 - d. Guides and leads others.