

Art, Grade 2 (IMRA 26)

Subject: Fine Arts

Grade: 02

Expectations: 12

Breakouts: 53

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) compare and contrast variations in objects and subjects from the environment using the senses
 - (i) compare variations in objects from the environment using the senses
 - (ii) compare variations in subjects from the environment using the senses
 - (iii) contrast variations in objects from the environment using the senses
 - (iv) contrast variations in subjects from the environment using the senses
 - (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance
 - (i) identify the elements of art, including line
 - (ii) identify the elements of art, including shape

- (iii) identify the elements of art, including color
 - (iv) identify the elements of art, including texture
 - (v) identify the elements of art, including form
 - (vi) identify the elements of art, including space
 - (vii) identify the principles of design, including emphasis
 - (viii) identify the principles of design, including repetition/pattern
 - (ix) identify the principles of design, including movement/rhythm
 - (x) identify the principles of design, including balance
- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space
 - (i) express ideas in personal artworks using a variety of lines
 - (ii) express ideas in personal artworks using a variety of shapes
 - (iii) express ideas in personal artworks using a variety of colors
 - (iv) express ideas in personal artworks using a variety of textures
 - (v) express ideas in personal artworks using a variety of forms
 - (vi) express ideas in personal artworks using a variety of space(s)
 - (vii) express feelings in personal artworks using a variety of lines
 - (viii) express feelings in personal artworks using a variety of shapes
 - (ix) express feelings in personal artworks using a variety of colors
 - (x) express feelings in personal artworks using a variety of textures
 - (xi) express feelings in personal artworks using a variety of forms
 - (xii) express feelings in personal artworks using a variety of space(s)
 - (B) create compositions using the elements of art and principles of design
 - (i) create compositions using the elements of art
 - (ii) create compositions using the principles of design
 - (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials
 - (i) identify skills necessary for producing drawings using a variety of materials
 - (ii) identify skills necessary for producing paintings using a variety of materials
 - (iii) identify skills necessary for producing prints using a variety of materials
 - (iv) identify skills necessary for producing constructions using a variety of materials

- (v) identify skills necessary for producing sculpture, including modeled forms, using a variety of materials
 - (vi) practice skills necessary for producing drawings, using a variety of materials
 - (vii) practice skills necessary for producing paintings using a variety of materials
 - (viii) practice skills necessary for producing prints using a variety of materials
 - (ix) practice skills necessary for producing constructions using a variety of materials
 - (x) practice skills necessary for producing sculpture, including modeled forms, using a variety of materials
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) interpret stories, content, and meanings in a variety of artworks
 - (i) interpret stories in a variety of artworks
 - (ii) interpret content in a variety of artworks
 - (iii) interpret meanings in a variety of artworks
 - (B) examine historical and contemporary artworks created by men and women, making connections to various cultures
 - (i) examine historical artworks created by men, making connections to various cultures
 - (ii) examine historic artworks created by women, making connections to various cultures
 - (iii) examine contemporary artworks created by men, making connections to various cultures
 - (iv) examine contemporary artworks created by women, making connections to various cultures
 - (C) analyze how art affects everyday life and is connected to jobs in art and design
 - (i) analyze how art effects everyday life
 - (ii) analyze how art is connected to jobs in art
 - (iii) analyze how art is connected to jobs in design
 - (D) relate visual art concepts to other disciplines
 - (i) relate visual art concepts to other disciplines
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) support reasons for preferences in personal artworks
 - (i) support reasons for preferences in personal artworks
 - (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers
 - (i) compare ideas found in collections using original artworks created by artists or peers
 - (ii) contrast ideas found in collections using original artworks created by artists or peers

- (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions
 - (i) compile collections of artwork for the purposes of self evaluations or exhibitions