

LCPS Art Curriculum: SECOND GRADE

CREATE - Conceive

Conceive – Standard of Achievement (1)

The student will use a variety of sources and processes to generate original ideas for artwork.

Enduring Understanding

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

Essential Questions

- Where do ideas come from?
- Why is idea generation important for the creative process?
- How do different sources and processes affect the artists’ final works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Select from more than one source to generate and list ideas for art making.		2.1	Creator Critical Thinker
1. Use personal experiences, imagination, play, or experimentation to generate and list ideas.	Cr1.2.2a	2.1 (b)	Creator Critical Thinker
2. Use observation or memory to generate and list ideas.		2.14	Creator Critical Thinker
3. Use sensory processes and kinesthetic movement to generate and list ideas.			Creator Critical Thinker
4. Examine, select and use the natural and man-made environment to generate and list ideas.			Creator Critical Thinker
5. Select and use literature, music, concepts, themes, and art forms to generate and list ideas.		2.17	Creator Critical Thinker
B2. Recall and carry out one or more deliberate processes to generate ideas for art making.		2.1	Creator Critical Thinker
1. Describe and use thinking process steps including brainstorming, sketching, mark making, and annotation to generate ideas.	Cr1.1.2a		Creator Critical Thinker
2. Use graphic organizers such as idea wheels, charts, and matrices to generate ideas.			Creator Critical Thinker
3. Use interviews and dialogue to generate ideas.			Communicator Critical Thinker
4. Collaborate to carry out an idea generation process.			Collaborator Critical Thinker

CREATE – Develop

Develop – Standard of Achievement (2)

The student will plan, advance, and refine original ideas for artworks.

Enduring Understanding

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions.

Essential Questions

- How does an artist measure the value of an idea?
- How is involvement in the idea development process reflected in the artists’ works?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Explain steps used to problem solve, plan and advance ideas for art making.		2.1	Creator Critical Thinker Communicator
1. Select, apply and explain creative process steps to plan for art making.			Creator Critical Thinker
2. Conduct and record experiments with materials and tools when planning for art making.	Cr 2.1.2a		Creator Critical Thinker
3. Generate a variety of solutions to art making problems.		2.2 (a)	Creator Critical Thinker
4. Document plans in drawings, diagrams, or graphic organizers.			Creator Critical Thinker
B2. Review and refine a plan for artmaking.		2.2	Creator Critical Thinker
1. Review and describe a plan for artmaking using a checklist, pictographs, or drawings.			Creator Critical Thinker
2. Ask and respond to questions to extend a plan for art making.			Creator Critical Thinker Collaborator
3. Share a plan for artmaking and suggest alternatives to others.			Creator Critical Thinker Communicator
4. Change a plan for artmaking using new sources of information.			Creator Critical Thinker

CREATE - Produce

Produce – Standard of Achievement (3)

The student will realize the culmination of original ideas from conception through resolution in original artworks.

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Enduring Understandings			
Ideas are endemic to artworks. The act of making art brings life to ideas and allows them to be shared.			
Essential Questions			
What processes are used to bring ideas to realization in artworks? How do artists' choices impact the efficacy of the final products?			
	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Use topics of personal, local or global significance to express enduring ideas in original artworks.			Creator Critical Thinker Communicator
1. Depict conditions in the natural world, such as animals and habitats, plants, weather, and life cycles.			Creator Critical Thinker Communicator
2. Depict imaginary characters, scenes, or experiences.		2.1 (b)	Creator Critical Thinker Communicator
3. Explore geographical effects on local or global communities.			Creator Critical Thinker Communicator
4. Express a personal view of citizenship.			Creator Critical Thinker Communicator
5. Create original works of art about events in home, school, or community life.	Cn10.1.2a		
B2. Explore and use a range of subject matter to produce original artworks.		2.1(b) 2.14	Creator Critical Thinker Communicator
1. Depict the human face and figure including facial and full figure portraits.			Creator Critical Thinker Communicator
2. Depict real or imaginary animal.			Creator Critical Thinker Communicator
3. Depict natural and man-made objects and environments.			Creator Critical Thinker Communicator
4. Produce artworks from observation.		2.14	Creator Critical Thinker Communicator
5. Produce original designs for objects, structures, or environments.			Creator Critical Thinker Communicator
C2. Describe and use formal components to produce original artworks.		2.12 2.13	Creator Critical Thinker Communicator
1. Describe and use geometric and organic shapes and forms to represent people, places, and objects.		2.12 (d)	Creator Critical Thinker Communicator
		2.12 (b)	Creator Critical Thinker Communicator
2. Describe and use directional lines, complex patterns, and simulated textures.		2.12 (c)	Creator Critical Thinker Communicator
		2.12 (e)	Creator Critical Thinker Communicator
3. Describe and use secondary and expressive color combinations.		2.12 (a)	Creator Critical Thinker Communicator
4. Describe and arrange objects using overlapping.			Creator Critical Thinker Communicator
5. Describe and compose size and proportional relationships.		2.13 (b)	Creator Critical Thinker Communicator
6. Describe and use foreground and background to organize space.		2.13 (a)	Creator Critical Thinker Communicator
D2. Describe and use materials, tools, and processes safely and appropriately to produce original artworks.	Cr2.2.2a	2.15	Creator Contributor Communicator
1. Describe and use drawing, painting, printmaking, sculpting, collage, and fiber arts materials, and tools safely and appropriately.	Cr2.1.2a		Creator Contributor Communicator

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2. Practice proper scissor cutting, brush handling, and gluing techniques.			Creator Contributor Communicator
3. Describe and use motor skills, such as cutting, modeling, molding, tearing, and weaving.			Creator Contributor Communicator
4. Use non-standard units as measuring tools.			Creator Critical Thinker
5. List or draw the sequence of steps in the art making process			Creator Critical Thinker
6. Re-purpose objects to make something new.	Cr2.3.2a		Creator Critical Thinker
7. Share and takes turns with art tools and materials.		2.5 (b)	Contributor Communicator
E2. Investigate and use a variety of media, skills, techniques, and art forms to produce original artworks.		2.15	Creator Critical Thinker Communicator
1. Investigate and use a variety of drawing media and techniques including pencil, chalk, crayon, and markers by varying marks, creating patterns, textures, and overdrawing.	Cr2.1.2a		Creator Critical Thinker Communicator
2. Investigate and use proper painting techniques including brush stroke variations, outlining, filling-in, wet-on-wet, wash, color mixing, resist, and over painting.			Creator Critical Thinker Communicator
3. Investigate and use printmaking media and techniques including mixed media, found object, and relief printing.			Creator Critical Thinker Communicator
4. Investigate and use textile media and techniques including needle threading, yarn stitching, and paper weaving variations.			Creator Critical Thinker Communicator
5. Investigate and use collage media and techniques to cut, tear, arrange, overlap, and layer paper and ephemera.			Creator Critical Thinker Communicator
6. Investigate and use sculpture media and techniques including cutting, folding, forming, joining and gluing paper, and found materials in relief or in-the-round.		2.16	Creator Critical Thinker Communicator
7. Investigate and use ceramic media and techniques including model, pinch, pull, roll, incise, and glaze.		2.16	Creator Critical Thinker Communicator
8. Investigate and use digital media and techniques.		2.10	Creator Critical Thinker Communicator
9. Incorporate unanticipated art making results into artworks.		2.1 (a)	Creator Critical Thinker Communicator

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PRESENT – Organize

Organize – Standard of Achievement (4)

The student will apply and refine skills and practices to prepare and display artworks.

Enduring Understanding

The way artworks are prepared and arranged for presentation affects their significance in the eye of the viewer. Artists and curators attempt to convey meaning through the display of artworks.

Essential Questions

How does the organization of artworks on display influence the interpretation of the viewer?
 What are the preparation and organization responsibilities for displaying artworks?
 Who assumes responsibility for the preparation and display of artworks?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Prepare and discuss artworks for display with others based on guidelines.	Pr4.1.2a	2.4	Contributor Communicator
1. Sign, label and title personal artworks.			Contributor Communicator
2. Trim, center and mount personal artworks.			Contributor Communicator
3. Discuss personal artworks with an audience.			Communicator
4. Distinguish among artwork display preparation techniques.	Pr5.1.2a		Critical Thinker

PRESENT – Curate

Curate – Standard of Achievement (5)

The student will sift through, contemplate and select artworks based on criteria or purpose.

Enduring Understanding

Curation of artworks requires active engagement in the examination and selection of artworks. Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.

Essential Questions

How do personal experiences affect curation of artworks?
 Why is it important to engage in the curation process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Review, classify and select artworks for display based on specific attributes.		2.3a	Critical Thinker
1. Review and classify two or more personal artworks according to a specific attribute.			Critical Thinker
2. Review and sort a set of artworks based on a specific attribute.			Critical Thinker
3. Collaborate to review and sort a set of artworks for display.			Critical Thinker Collaborator
B2. Explain reasons for valuing selected artworks.		2.4	Critical Thinker Contributor Communicator
1. Explain reasons for choosing personal artworks for display.			Critical Thinker Contributor Communicator
2. Explain common attributes found among a set of artworks.			Critical Thinker Contributor Communicator
3. Share and discuss reasons for valuing selected artworks.		2.4	Critical Thinker Contributor Communicator
4. Describe the value of school and local art exhibitions to the community.	Pr6.1.2a		Critical Thinker Contributor Communicator

PRESENT – Communicate

Communicate – Standard of Achievement (6)

The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).

Enduring Understanding

Communication is a multi-faceted endeavor that involves one or more of the senses. Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.

Essential Questions

How does an artist choose the best way to communicate with an audience?
 What is the relationship between artists' intent and chosen means of communication?

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	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Explain reasons for creating, sharing and valuing art.			Communicator Contributor
1. Express opinions with supporting statements about artworks.		2.4	Communicator Contributor
2. Describe meanings communicated and feelings evoked in artworks.			Communicator Contributor
3. Describe public art and its value to the community.		2.6 (b)	Communicator Contributor
4. Explain reasons artists create and share artworks.			Communicator Contributor
B2. Explain intentions for an artwork using art vocabulary.	Re9.1.2a	2.3	Communicator Critical Thinker
1. Explain to peers and others decisions made while creating a personal artwork using art vocabulary.			Communicator Critical Thinker
2. Write two or more sentences to explain preferences about a personal artwork.	Re9.1.2a	2.4	Communicator Critical Thinker

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RESPOND – Perceive

Perceive – Standard of Achievement (7)

The student will contemplate and explain content, value and intended purpose of artworks.

Enduring Understanding

Perception involves careful looking to inform the understanding of art and the world.

Artists' personal experiences and methods of looking influence the way in which they perceive artistic endeavors.

Essential Questions

Why is it important to follow a formalized method of looking at artworks?

How does taking the time to observe and examine artworks inform understanding of the art making process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Recall and use critical thinking steps to identify and express opinions about form, content and meaning	Re7.2.2a		Critical Thinker
1. Identify and categorize artworks by style and subject matter, including portrait, landscape, and still life.		2.3 (a)	Critical Thinker
2. Identify and describe attributes of artists' styles.			Critical Thinker Communicator
3. Identify and describe visual qualities in artworks and the world including line, shape, color, pattern, and texture.			Critical Thinker Communicator
4. Identify and describe spatial relationships in artworks and the world.			Critical Thinker Communicator
5. Discuss the relevance of natural versus manmade objects in artworks.	Re7.1.2a		Critical Thinker Communicator
6. Interpret ideas, opinions, and feelings expressed in artworks.		2.3 (b)	Critical Thinker
7. Differentiate between functional and decorative artworks.			Critical Thinker
8. Identify attributes of public and private architectural spaces.			Critical Thinker
9. Categorize artworks by form including drawing, painting, printing, ceramic pottery, textile, sculpture, and architecture.			Critical Thinker
B2. Describe relationships between content observed in art and personal experiences.		2.6	Critical Thinker Communicator
1. Observe an artwork and identify content related to community membership.			Critical Thinker Communicator
2. Observe a set of artworks and describe one that is a reminder of a personal experience.			Critical Thinker Communicator

RESPOND – Reflect

REFLECT – Standard of Achievement (8)

The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.

Enduring Understanding

Reflective practice leads to improved performance in artistic endeavors.

Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.

Essential Questions

What constitutes reflective practice?

What is learned from reflective practices?

In what ways does reflective practice guide decision-making in the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Review and consider aspects of the artmaking experience to revise artworks or inform future artistic endeavors.	Re8.1.2a		Critical Thinker Communicator
1. Discuss the steps used to make a personal artwork.			Critical Thinker Communicator
2. Describe ways to enhance a personal artwork.			Critical Thinker Communicator
3. Describe one important step of the creative process.			Critical Thinker Communicator
4. Describe changes made to an artwork to achieve an intended purpose.			Critical Thinker Communicator
B2. Examine and use reflective approaches to appraise personal growth in applying the creative process.	Cr 3.1.2a	2.2 (b)	Critical Thinker
1. Describe successes in creating artworks.			Critical Thinker Communicator
2. Describe what was learned through the creative process.			Critical Thinker Communicator
3. Document reflections in various formats.			Critical Thinker Communicator

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RESPOND – Evaluate

EVALUATE – Standard of Achievement (9)

The student will appraise the artistic experience and its personal and global significance.

Enduring Understanding

Artworks and the artmaking process have extrinsic and intrinsic value.

Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.

Essential Questions

What can be gained by applying a formal observation system to determine the value of an artwork?

How does the selected evaluation system affect the perception of an artwork?

What values are inherent to artworks and the artistic experience?

How does the type of evaluation system used provide insight into the creative process?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Identify and explain reasons for valuing artworks and approaches to art making.			Critical Thinker Communicator
1. Express preferences about an artwork based on personal criteria.			Critical Thinker Communicator
2. Identify and explain why artworks have value for a community.		2.6 (b)	Critical Thinker Communicator
3. Discuss reasons why people value artworks.			Critical Thinker Communicator
4. Explain why artists use different approaches to make artworks.			Critical Thinker Communicator
B2. Identify and explain the personal value of engaging in the creative process using 21st Century skills.		2.6	Critical Thinker Contributor
1. Communicate reasons why artworks are effective.			Critical Thinker Communicator
2. Collaborate to categorize images based on the message.			Critical Thinker Collaborator
3. Use critical thinking to explain a message in contemporary media.			Critical Thinker Collaborator
4. Use time efficiently to manage the creative process.			Critical Thinker Collaborator
5. Follow guidelines to interface with digital arts tools and environments.			Critical Thinker Collaborator
6. Describe skills needed to work collaboratively in an art community by listening for understanding.		2.5 (a)	Critical Thinker Collaborator Communicator
7. Identify appropriate sources of information for learning about art.		2.8	Critical Thinker

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CONNECT – Relate

Relate – Standard of Achievement (10)
The student will consider and associate artistic endeavors in relation to personal experiences and external influences.

Enduring Understanding
 The art experience enriches the human condition by fostering conceptual links across time and cultures.
 The arts provide evidence of human existence and invite interaction.

Essential Questions
 How does art promote conceptual links between personal experiences and external influences?
 How do artworks reveal evidence of human interactions?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Examine and describe relationships found among art, history and culture.		2.6	Critical Thinker Communicator Contributor
1. Examine and compare art, architecture, artifacts and symbols from other times and cultures.	Cn11.1.2a	2.6 (a)	Critical Thinker Contributor
2. Examine and describe how attitudes and beliefs are reflected in the art of a culture.		2.6 (c)	Critical Thinker Communicator Contributor
3. Examine and describe how personal artmaking is influenced by history and culture.			Critical Thinker Communicator Contributor
B2. Examine and describe connections among artistic ideas, knowledge and personal experiences.			Critical Thinker Communicator Contributor
1. Describe a connection between an idea expressed in an artwork and a personal knowledge and experience.			Critical Thinker Communicator Contributor
2. Describe interdisciplinary connections found in an artwork.			Critical Thinker Communicator Contributor
3. Describe careers related to art media used in instruction.		2.9	Critical Thinker Communicator Contributor
4. Describe roles of artwork and artists in communities.		2.7	Critical Thinker Communicator Contributor

CONNECT – Reconcile

Reconcile – Standard of Achievement (11)
The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.

Enduring Understanding
 Connectivity is an essential characteristic of the artistic experience.
 Reconciling connections in the creative process enriches and validates the human experience.

Essential Questions
 How are connections between art and culture developed?
 How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?

	National Visual Arts Standards	SOL's	LCPS 5C's
A2. Investigate ways to connect personal experiences, cultural influences, and cross-curricular learning to inform the creative process.	Cn11.1.2a	2.6	Critical Thinker Contributor
1. Investigate how contemporary culture influences the ways personal experiences are incorporated into the creative process.			Critical Thinker Contributor
2. Choose a common theme for making an authentic connection between cross-curricular learning and the creative process.			Critical Thinker Contributor
3. Apply connections between the arts by incorporating or reponding to music, theatre, or dance in the creation of a work of art.		2.11	Creator Critical Thinker Contributor
B2. Use prior learning to extend the creative experience.			Critical Thinker
1. Recall and select from prior learning experiences to continue the creative process.			Critical Thinker
2. Compare and contrast cross-curricular learning in a graphic organizer as part of the creative process.		2.4	Critical Thinker
C2. Use group input and feedback to engage in artistic endeavors.		2.5	Communicator Contributor
1. Work respectfully with others to filter differing opinions in artistic endeavors.			Communicator Contributor

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2. Discuss ideas with others and agree on approaches to artistic endeavors.			Communicator Contributor
3. Value and use diverse ideas to develop and innovate in artistic endeavors.			Communicator Contributor