

Grade Level Expectations for the Sunshine State Standards

Art - Visual Arts Second Grade



FLORIDA DEPARTMENT OF EDUCATION
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**Sunshine State Standards
Grade Level Expectations
Art - Visual Arts
Second Grade**

The second grade student:

Skills and Techniques

- creates works that are personally meaningful and draw from experience, observation, or imagination.
- utilizes drawing, painting, printmaking, fibers, sculpture, and ceramic media to produce works of art.
- develops drawing skills by using a variety of drawing tools.
- uses painting techniques employing various brush strokes to create texture and show detail.
- develops printmaking techniques by creating a series of prints.
- utilizes additive and subtractive sculptural techniques in creating with clay.
- constructs two- and three-dimensional works of art that incorporate mixed media and/or fiber techniques.
- uses basic computer technology related to visual arts to create artworks.
- works with art tools and materials safely.
- uses a variety of tools, materials, and processes appropriately.
- consistently follows directions/instructions and cleanup procedures.
- uses art materials and tools in a responsible manner.
- experiments with a variety of materials, techniques, and processes in works of art.
- compares, contrasts, and applies elements of art (for example, line, shape, color, texture).
- compares, contrasts, and applies principles of design (for example, pattern, repetition, balance, contrast).
- identifies, uses, and assesses qualities of good craftsmanship.
- develops good craftsmanship skills through practice.

Creation and Communication

- creates works of art that celebrate, record, and communicate historical, cultural, and personal events.
- utilizes visual symbols to communicate meaning in works of art.
- creates works of art using a variety of themes and subjects.
- compares works of art based on a similar theme and interprets how choice of media, technique, and processes can communicate an idea visually.
- explains and defends personal responses to works of art.
- explains choices made in his/her artwork.
- identifies purposes for creating specific works of art (for example, Bierstadt's *Paintings of the American Outdoors*).
- identifies which elements of art and principles of design are used by an artist to express an idea.
- uses a variety of elements of art and principles of design to communicate ideas.

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Cultural and Historical Connections

- groups similar works of art based on specific cultures, time periods, and places.
- compares historical and cultural works of art that have the same theme but use different styles, processes, or techniques (for example, *Mother and Child* by Mary Cassatt and by Picasso).
- understands that artists create works based on culture and life experiences (for example, urban and rural environment).
- compares and contrasts symbols used by various artists and cultures to convey similar meaning and to express ideas (for example, Native American, Egyptian, African, Aboriginal cultures).

Aesthetic and Critical Analysis

- makes and supports judgments about works of art using specific criteria and appropriate vocabulary.
- analyzes artworks using elements of art and principles of design.
- compares and contrasts works of art that are realistic or abstract.
- identifies and examines the use of symbolism in specific art (for example, tribal masks, totem poles, still life).
- compares differences between original artworks and reproductions.

Applications to Life

- compares and contrasts functional and non-functional art.
- discusses reasons why people create works of art.
- understands that artists' creations influence home, school, and work life.
- discusses diverse careers available to artists (for example, animator, museum curator, fashion designer).
- uses good observation, listening, and questioning skills during a guest artist visit, museum visit, and/or classroom art presentations.