

# Kindergarten-2<sup>nd</sup> Grade

## Visual Arts Curriculum Objectives

<b>CREATE:</b> <i>Imagine and develop artistic ideas and work.</i>	<b>Standards</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Experiment with various art materials independently and collaboratively. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: pencil, crayons, water based markers, chalk, tempera, tempera-cakes, watercolor, sponges, stamps, paper, glue, play dough, yarn and found objects.</li> </ul> </li> <li>● Explore different topics in art. (1, 2)               <ul style="list-style-type: none"> <li>○ Ex: personal interests, cultural celebrations, cross-curriculum topics, natural and constructed environments</li> </ul> </li> <li>● Experiment with various types of art-making. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex; drawing, painting, printmaking, mixed-media and sculpture</li> </ul> </li> <li>● Engage in collaborative art-making projects. (K, 1, 2)</li> <li>● Use safe practices with art materials, tools, and equipment. (K, 1, 2)</li> <li>● Discuss the process of creating personal artwork. (K, 1, 2)</li> </ul>	<p><b>Cr1a-K,1, 2</b>  <b>Cr1b-K 1, 2</b>  <b>Cr2a-K, 1, 2</b>  <b>Cr2b-K, 1, 2</b>  <b>Cr2c-K, 1, 2</b>  <b>Cr3a-K, 1, 2</b></p>
<b>PRESENT:</b> <i>Interpret and share artistic work.</i>	<b>Standards</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify and explain why people save and display art. (K, 1)</li> <li>● Discuss various ways to keep art safe and organized. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: folder, portfolio, displaying on wall</li> </ul> </li> <li>● Identify where art is displayed both inside and outside school. (2)</li> <li>● Explain what an art museum is and identify the roles and responsibilities of people who work in and visit museums and other art venues. (K, 1, 2)</li> </ul>	<p><b>P4a-K, 1, 2</b>  <b>P5a-K, 1, 2</b>  <b>P6a-K, 1, 2</b></p>
<b>RESPOND:</b> <i>Understand and evaluate how the arts convey meaning.</i>	<b>Standards</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify various types of art. (K, 1)               <ul style="list-style-type: none"> <li>○ Ex: drawing, painting, printmaking, sculpture, etc.</li> </ul> </li> <li>● Describe the subject matter of art using art vocabulary. (K, 1, 2)               <ul style="list-style-type: none"> <li>○ Ex: line, color, value, shape, form, texture and space</li> </ul> </li> <li>● Compare images based on subject matter and expressive properties. (1, 2)</li> <li>● Explain reasons for selecting a preferred artwork. (K)</li> <li>● Interpret art by identifying the mood and expressive properties. (1, 2)</li> </ul>	<p><b>R7a-K, 1, 2</b>  <b>R7b-K, 1, 2</b>  <b>R8a-K, 1, 2</b>  <b>R9a-K, 1, 2</b></p>
<b>CONNECT:</b> <i>Relate artistic ideas and work personal meaning and external context.</i>	<b>Standards</b>
<p>Students will</p> <ul style="list-style-type: none"> <li>● Create art that tells a story about a personal event at home, school, community or a cultural experience. (K, 1, 2)</li> <li>● Identify a variety of reasons people make art. (K, 1, 2)</li> <li>● Compare cultural uses of artwork from different times periods and places. (K, 1, 2)</li> </ul>	<p><b>Co10a-K, 1, 2</b>  <b>Co11a-K, 1, 2</b></p>

# 2<sup>nd</sup> Grade Visual Arts Standards: Create

## Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

<b>Anchor Standard #1:</b> Generate and conceptualize artistic ideas and work.				
<b>Enduring Understandings:</b> Creative and innovative thinking are essential life skills to be developed.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking?</li> <li>• What encourages people to take creative risks?</li> <li>• How does collaboration expand the creative process?</li> <li>• How does knowing the context histories, and traditions of art forms help us create works of art and design?</li> </ul>				
<b>Grade Level Standards:</b>				
<b>1a-2:</b> Collaboratively brainstorm multiple approaches to an art or design problem (such as celebrations, cross curriculum projects, school events, etc.). <b>1b-2:</b> Make art or design to explore personal interests, questions and curiosities.				
<b>Anchor Standard #2:</b> Organize and develop artistic ideas and work.				
<b>Enduring Understandings:</b> Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• How do artists/designers work and reflect on the direction of their work?</li> <li>• How do artists/designers learn from trial and error?</li> <li>• What responsibilities come with the freedom to create?</li> <li>• How do objects, artifacts, places, and design shape lives and communities?</li> </ul>				
<b>Grade Level Standards:</b>				
<b>2a-2:</b> Experiment with various materials and tools, to explore personal interests in a work of art or design. <b>2b-2:</b> Demonstrate safe procedures for using materials, tools equipment, and studio spaces. <b>2c-2:</b> Repurpose objects to make something new.				
<b>Anchor Standard #3:</b> Refine and complete artistic work.				
<b>Enduring Understandings:</b> Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>• What role does perseverance play in revising, refining, and developing work?</li> <li>• Considering art forms and careers, how do artists/designers grow and become accomplished?</li> <li>• How do artists/designers create works of art or design that communicate effectively?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>3b-2:</b> With peers, discuss and reflect about choices make in creating artwork.				
<b>Crosswalk Standards</b>				
<a href="#">Reading Standards for Literature</a>	<a href="#">Reading Standards for Informational Text</a>	<a href="#">Speaking and Listening</a>	<a href="#">Science</a>	<a href="#">Writing</a>
RL.2.6, RL.3.6	RI.2.6, RI.3.6, RI.2.7, RI.3.7	SL.2.5, SL.3.5	K2ETS.1-2	W.2.1, W.2.2, W.2.3

# 2<sup>nd</sup> Grade Visual Arts Standards: Present

## Alaska Arts Standards-Present

Students will be able to interpret and share artistic work.

<b>Anchor Standard #4:</b> Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production.	
<b>Enduring Understanding:</b> Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Why do people value objects, artifacts and fine artworks, and select them for presentation?</li> <li>• What criteria, methods and processes are used to select work for preservation or presentation?</li> <li>• How are artworks cared for, and by whom?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>4a-2:</b> Categorize artworks based on a theme or concept.	
<b>Anchor Standard #5:</b> Develop and refine artistic work for performance, presentation, and/or production.	
<b>Enduring Understanding:</b> Artists/designers, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What does the role of revision play in creating artwork?</li> <li>• What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>5a-2:</b> Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (such as mounted construction paper, elevated on a base, hung from the ceiling, adding a label with name / title).	
<b>Anchor Standard 6:</b> Perform, present, and/or produce artistic work.	
<b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• What is the purpose of exhibiting art?</li> <li>• How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values and experiences?</li> </ul>	
<b>Grade Level Standard:</b>	
<b>6a-2:</b> Analyze how art exhibited inside and outside of schools contributes to communities.	
<b>Crosswalk Standards</b>	
<a href="#"><u>Reading Standards for Literature</u></a>	<a href="#"><u>Speaking and Listening</u></a>
RL.2.7	SL.2.5

# 2<sup>nd</sup> Grade Visual Arts Standards: Respond

## Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

<b>Anchor Standard 7:</b> Recognize and analyze artistic work, including those from diverse cultural tradition.		
<b>Enduring Understanding:</b> Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural work and constructed environments. Art/design and images influence understanding of and responses to the world.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How do life experiences influence the way you relate to art?</li> <li>• How does learning about art impact how we interpret the world?</li> <li>• What can we learn from our responses to art?</li> </ul>		
<b>Grade Level Standards:</b>		
<p><b>7a-2:</b> Use art-specific vocabulary to describe aesthetic characteristics of one’s natural world and constructed environments.</p> <p><b>7b-2:</b> Compare images based on expressive properties (such as Albrecht Durer’s calm “Hare”, the energetic Energizer Bunny, the silly Bugs Bunny, etc.).</p>		
<b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work		
<b>Enduring Understanding:</b> People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• What is the value of engaging in the process of art criticism?</li> <li>• How can the viewer “read” a work of art as text?</li> <li>• How does learning and using art vocabulary help us understand and interpret works of art?</li> </ul>		
<b>Grade Level Standard:</b>		
<b>8a-2:</b> Interpret art by identifying the mood suggested by a work of art by describing relevant subject matter, elements, and principles.		
<b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work		
<b>Enduring Understanding:</b> People evaluate art based on varied criteria.		
<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• How does one determine criteria to evaluate a work of art? How and why might criteria vary?</li> <li>• How can people appreciate and respect a work of art aside from personal preference?</li> <li>• How does collaboratively reflection on artwork help us experience it more completely?</li> </ul>		
<b>Grade Level Standard:</b>		
<b>9a-2:</b> Use art-specific vocabulary to express preferences about artwork.		
<b>Crosswalk Standards</b>		
<a href="#"><u>Reading for Informational Text</u></a>	<a href="#"><u>Alaska Cultural Standards</u></a>	<a href="#"><u>Science</u></a>
RI.2.3, RI.2.7	2-C-2	K2ETS1-1

# 2<sup>nd</sup> Grade Visual Art Standards: Connect

## Alaska State Standards–Connect

Students will relate artistic ideas and work with personal meaning and external contexts.

<b>Anchor Standard #10:</b> Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.				
<b>Enduring Understanding:</b> Participation in the arts encourages people to connect experiences to construct meaning.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>How does participating in and with art enrich people’s lives and raise awareness of community and environment?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>10a-2:</b> Create works of art about events in home, school, cultural or community life. <b>1-5:</b> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.				
<b>Anchor Standard #11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
<b>Enduring Understanding:</b> People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.				
<b>Essential Questions:</b>				
<ul style="list-style-type: none"> <li>How does art help us understand the lives of people of different times, places, and cultures?</li> <li>How is art used to impact the views of a society?</li> <li>How does art influence, enhance, and preserve aspects of life?</li> </ul>				
<b>Grade Level Standard:</b>				
<b>11a-2:</b> Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different time periods and places. <b>1-5:</b> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.				
<b>Crosswalk Standards</b>				
<u><a href="#">Speaking and Listening</a></u>	<u><a href="#">Reading Standards for Literature</a></u>	<u><a href="#">Alaska Cultural Standards</a></u>	<u><a href="#">Science</a></u>	<u><a href="#">Writing</a></u>
SL.2.1	RL.K.2, RL.K.10	1-H-1	KLS-2	W.2.3, W.2.8