

Visual Arts: Grade 2

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding			
Benchmark A: Identify and describe the visual features and characteristics in works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use details (e.g., tilted objects, yellow-orange sun or striped shirt) to describe objects, symbols and visual effects in artworks.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Compare and describe the form, materials and techniques in selected works of art.			

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Content Standard: Analyzing and Responding			
Benchmark A: Identify and describe the visual features and characteristics in works of art			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Respond to the composition of artworks by describing how art elements work together to create expressive impact (e.g., the relationship of colors and shapes to create a happy or fearful mood).			

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Content Standard: Analyzing and Responding			
Benchmark: B: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use context clues to identify and describe the cultural symbols and images in artworks.			

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Content Standard: Analyzing and Responding			
Benchmark C: Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize the difference between assessing the quality of artwork and their personal preferences for a work.			

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Content Standard: Connections, Relationships and Applications

Benchmark A: Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use visual art materials to express an idea from a song, poem, play or story.			

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Content Standard: Connections, Relationships and Applications			
Benchmark B: Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Compare and contrast the importance of visual artists to society with the importance of explorers, inventors or scientists.			

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Content Standard: Connections, Relationships and Applications			
Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials and tools.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Construct a three-dimensional model to represent a topic or theme from another subject area (e.g., construct a model of a scene from history or the life story of a historical figure such as Abraham Lincoln, Harriet Tubman or Susan B. Anthony).			

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Content Standard: Connections, Relationships and Applications			
Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Share artwork from a resource in their communities and describe its cultural context.			

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Content Standard: Connections, Relationships and Applications			
Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Describe ways they use visual art outside the classroom and provide examples.			

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Content Standard: Connections, Relationships and Applications			
Benchmark D: Describe how visual art is used in their communities and the world around them and provide examples.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify and discuss artists in the community who create different kinds of art.			

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Content Standard: Creative Expression and Communication			
Benchmark A: Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate increasing skill in the use of art tools and materials.			

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Content Standard: Creative Expression and Communication			
Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Establish and communicate a purpose for creating artworks.			

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Content Standard: Creative Expression and Communication			
Benchmark B: Use the elements and principles of art as a means to express ideas, emotions and experiences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects.			

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Content Standard: Creative Expression and Communication

Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Create artworks based on observation of familiar objects and scenes in the environment.			

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Content Standard: Creative Expression and Communication			
Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Compare the subject matter and ideas in their own artworks with those in the works of others.			

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Content Standard: Creative Expression and Communication			
Benchmark C: Develop and select a range of subject matter and ideas to communicate meaning in two and three-dimensional works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Demonstrate flexibility in their designs, representational drawings and use of art materials.			

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Content Standard: Creative Expression and Communication			
Benchmark D: Recognize and use ongoing assessment to revise and improve the quality of original artworks.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Begin to revise work to a level of personal satisfaction			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Recognize and describe visual art forms and artworks from various times and places.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Place artworks and art objects in temporal order relating them to earlier times or the present.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark B: Identify art forms, visual ideas and images and describe how they are influenced by time and culture.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark C: Identify and describe the different purposes people have for creating works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify and compare the purpose of art objects (e.g., masks, puppets, pottery and weaving) from various cultures.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark D: Place selected visual art exemplars (e.g., artists, art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional or state history.			

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Content Standard: Valuing the Arts/Aesthetic Reflection			
Benchmark A: Apply basic reasoning skills to understand why works of art are made and valued.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Create and communicate a definition of art.			

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Content Standard: Valuing the Arts/Aesthetic Reflection			
Benchmark B: Form their own opinions and views about works of art and discuss them with others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Compare different responses (e.g., parent, peer, teacher and artist) to the same work of art.			

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Benchmark B: Form their own opinions and views about works of art and discuss them with others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Listen carefully to others' viewpoints and beliefs about art.			

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Content Standard: Valuing the Arts/Aesthetic Reflection			
Benchmark C: Distinguish and describe the aesthetic qualities in works of art.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Talk about their thoughts and feelings when looking at works of art.			