

VISUAL ARTS
Hobbs Municipal Schools
2nd Grade

Date	New Mexico State Standards	Core Knowledge Connection
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theater/drama, and visual arts.</p> <p>A. K- 4 BENCHMARK 1A: <i>Participate in the process of making and looking at works of art to understand the <u>elements of art</u>: <u>line</u>, <u>shape</u>, <u>form</u>, <u>color</u>, and <u>texture</u>.</i></p> <ol style="list-style-type: none"> 1. Group colors based on formal and informal criteria (warm, cool, limited <i>color schemes</i>, etc.) 2. Predict how different elements of art will enhance images. <p>B. K- 4 BENCHMARK 1B: <i>Explore art <u>materials</u>, <u>tools</u> and <u>techniques</u>.</i></p> <ol style="list-style-type: none"> 1. Associate various techniques with appropriate media/materials. <p>C. K-4 Benchmark 1C: <i>Use art materials and tools safely and responsibly.</i></p> <ol style="list-style-type: none"> 1. Demonstrate responsibility for art materials. 2. Predict consequences of proper/improper use of materials. 	<p>Review from Kindergarten and 1st Grade:</p> <ul style="list-style-type: none"> • Recognize warm (red, yellow, orange) and cool (blue, green, purple) colors • Know that red, yellow, and blue are “primary colors” • Know blue + yellow = green • Know blue + red = purple • Know red and yellow = orange • Know red + yellow + blue = black <p>Recognize lines as:</p> <ul style="list-style-type: none"> • horizontal • vertical • diagonal <p>Observe the use of line in :</p> <ul style="list-style-type: none"> • <i>Mother and Child</i> by Pablo Picasso • <i>The Great Wave at Kanagawa Nami-Ura</i> by Katsushika Hokusai <p>Explore art materials by drawing, painting, cutting, pasting, and working with clay</p>
	<p>II. Content Standard 2: Use dance, music, theater/drama, and visual arts to express ideas.</p> <p>A. K- 4 Benchmark 2A: <i>Create artwork that expresses ideas, feelings, and experiences about self, family, community and the world.</i></p> <ol style="list-style-type: none"> 1. Interpret personal experiences through images. 2. Understand personal, local, and global events as inspiration for expression. 	<p>Observe and discuss art based on personal events:</p> <ul style="list-style-type: none"> • <i>I and the Village</i> by Marc Chagall • <i>The Great Wave</i> by Katsushika Hokusai
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among <i>arts disciplines</i> as well as all other content areas.</p> <p>A. K- 4 Benchmark 3A: <i>Explore characteristics of the visual arts and other arts disciplines.</i></p>	<p>Understand architecture as the art of designing buildings</p> <p>Note line, shape and special features</p>

	<ol style="list-style-type: none"> 1. Describe similarities between visual art and other arts disciplines. 2. Associate visual design elements with concepts from other arts disciplines. <p>B. K- 4 Benchmark 3B: <i>Explore connections between the visual arts and other content areas.</i></p> <ol style="list-style-type: none"> 1. Discuss art concepts such as texture, repetition, contrast, balance, symmetry and pattern within other content areas. 2. Understand connections between visual arts and other content areas. 	<p>(such as columns and domes) in the following structures:</p> <ul style="list-style-type: none"> • The Parthenon • Great Stupa (Buddhist temple in Sanchi, India) • Himeji Castle (also known as “White Heron Castle,” Japan) <p>Understand symmetry and a line of symmetry</p> <p>Observe symmetry in the design of some buildings such as The Parthenon</p>
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K- 4 Benchmark 4A: <i>Understand that works of art come from diverse sources of inspiration including personal and cultural experiences.</i></p> <ol style="list-style-type: none"> 1. Understand how works of art are produced using various steps and various sources of inspiration. 2. Interpret the possible sources of inspiration in works of art. <p>B. K- 4 Benchmark 4B: <i>Practice methods of reflection and self-evaluation of one’s own artwork.</i></p> <ol style="list-style-type: none"> 1. Discuss and reflect about the process of creating art. 2. Review and interpret the artistic intent in the creation of a work of art. 	<p>Observe shape, mass and line in sculptures including:</p> <ul style="list-style-type: none"> • <i>The Discus Thrower</i> (from Ancient Greece) • <i>Flying Horse</i> (from Wu-Wei, China) • <i>The Thinker</i> by Auguste Rodin
	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K- 4 Benchmark 5A: <i>Develop necessary skills for identifying the design elements, narrative components and <u>symbolism</u> in a work of art.</i></p> <ol style="list-style-type: none"> 1. Understand narration and symbolism as applied to art. 2. Compare at least two pieces of art in terms of similarities and differences. <p>B. K-4 Benchmark 5B: <i>Develop and practice skills necessary for communicating responses to a work of art.</i></p> <ol style="list-style-type: none"> 1. Interpret the meaning of a piece of art. 2. Make a summary observation about a work of art using the vocabulary of visual art. 	<p>Compare these landscape paintings:</p> <ul style="list-style-type: none"> • <i>The Oxbow</i> by Thomas Cole • <i>View of Toledo</i> by El Greco • <i>Virgin Forest</i> by Henri Rousseau • <i>The Starry Night</i> by Vincent van Gogh <p>Compare lifelike and abstract animals:</p> <ul style="list-style-type: none"> • Paintings of birds by John James Audubon • <i>Young Hare</i> by Albrecht Durer • <i>Cat and Bird</i> by Paul Klee • <i>Bull’s Head</i> by Pablo Picasso • <i>The Snail</i> by Henri Matisse • <i>Bird in Space</i> by Constantin Brancusi

	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>A. K-4 Benchmark 6A: <i>Explore the visual arts of diverse peoples, times, places and cultures.</i></p> <ol style="list-style-type: none"> 1. Group art from various cultures or periods of history. 2. Make interpretations of art that reflects cultural and historical influences. 	<p>Discuss examples of Surrealism:</p> <ul style="list-style-type: none"> • Chagall • Klee <p>Discuss examples of Cubism:</p> <ul style="list-style-type: none"> • Picasso • Rousseau <p>Compare French artists Rousseau and Matisse</p>
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 Benchmark 7A: <i>Explore the role of specific inventions and their influence on art.</i></p> <ol style="list-style-type: none"> 1. Describe an impact of invention and technology on art 2. Understand how various technologies are used to create works of art. 3. 	<p>Discuss the use of Media Cast as an example of technology and visual art instruction.</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in the visual arts and by participating in the activities of cultural institutions.</p> <p>A. K-4 Benchmark 8A: <i>View art in various community settings.</i></p> <ol style="list-style-type: none"> 1. Discuss famous museums. 2. Associate types of art with likely display settings. <p>B. K-4 Benchmark 8B: <i>Develop an awareness of how artists have contributed to the community, and/or contribute artistically to the community.</i></p> <ol style="list-style-type: none"> 1. Describe various art careers. 2. Participate in school or community art displays. 	<p>Note line, shape and special features (such as columns and domes) in the Guggenheim Museum in New York City</p> <p>View school's student art gallery</p> <p>Visit the Western Heritage Museum</p> <p>Each student will exhibit at least one piece of art in the annual art fair</p>

Art Resources:

- Core Knowledge Sequence, pp. 52-53**
- Core Knowledge Art Prints**
- HMS K-6 Art Resource Guide**
- HMS 2nd Grade Art Resource Guide**
- What Your 2nd Grader Needs to Know, pp. 181-201**
- “It’s a Spiral Thing” art workshop through Media Cast (school network)**
- Posters—Elements of Art and Principles of Design**
- Art supplies and materials**