

**North Kitsap School District**  
**Essential Academic Learning Requirements**  
**ELEMENTARY VISUAL ART**

**GRADE 2**

**Essential Learning 1: The student understands and applies arts knowledge and skills.**

To meet this standard the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
1.1.1 Understands arts concepts and vocabulary: <u>Elements</u> <i>line</i> <i>shape / form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i>	<ul style="list-style-type: none"> <li>• Identifies and demonstrates different line qualities (e.g., thick/thin).</li> <li>• Combines geometric and organic shapes to create freeform shapes.</li> <li>• Identifies and uses warm/cool colors.</li> <li>• Creates space in an artwork using the spatial devices of overlap and relative size.</li> </ul>	<ul style="list-style-type: none"> <li>• Make thick and thin lines:               <ul style="list-style-type: none"> <li>- straight</li> <li>- curved</li> <li>- angle</li> </ul> </li> <li>• Uses a variety of media to create geometric and organic shapes.</li> <li>• Identifies color palette in paintings.</li> <li>• Describe moods produced by various colors.</li> <li>• Uses overlap to show spatial relations.</li> <li>• Uses size to show spatial relations.</li> </ul>	Identifies color palettes, spatial relations and combined geometric shapes in art prints.	<ul style="list-style-type: none"> <li>√ Use shape drawn from templates and organic shapes to make a collage.</li> <li>√ Identify shape found in tide pool life.</li> <li>√ Use <i>The White Dot</i>, by Kandinsky, <i>Old Locomotive</i>, by Feininger and <i>Sunny Side of the Street</i>, by Evergood for line content and shapes. Do activities called “Five Dot Art,” “Tulips in Holland” and “Free Form Hearts.”</li> <li>√ Use <i>Tulips in Holland</i>, by Monet, <i>Sinbad the Sailor</i>, by Klee, and <i>Village Feast</i>, by Vivancos for color palettes.</li> <li>√ Do activities called “Geometric Pattern Art” and “Painting with a Pencil.”</li> </ul>

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1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement / rhythm</i> <i>repetition / pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i>	<ul style="list-style-type: none"> <li>Identifies and uses emphasis/dominance.</li> </ul>	<ul style="list-style-type: none"> <li>Through color choice, establish dominance in a composition.</li> </ul>	Successfully identifies color dominance in art prints.	<ul style="list-style-type: none"> <li>√ <i>Use Man With a Gold Helmet</i>, by Rembrandt, or <i>Boys in a Pasture</i>, by Homer.</li> <li>√ Do activity called “Visual Texture” and “Shades of Color.”</li> </ul>
1.2 Develops arts skills and techniques.	<ul style="list-style-type: none"> <li>Varies pressure, placement and direction of tools with control.</li> <li>Uses one type of tool, e.g., brushes, to create different visual qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Operates tools with control.</li> <li>Creates a composition using one type of tool to show different visual qualities, such as texture.</li> </ul>	Creates a composition using one tool yet shows different visual qualities (dots, stripes, etc.) or textures.	<ul style="list-style-type: none"> <li>√ Create different textures on flat piece of clay using only one tool.</li> </ul>

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1.3 Understands and applies arts styles from various artists, cultures, and times.	<ul style="list-style-type: none"> <li>• Recognizes that artworks have differing styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different elements and styles in similar and differing subject matter.</li> <li>• Consider and discuss culture aspects of art.</li> <li>• Appreciate the diversity of creative expression of self and others.</li> </ul>	Identifies different styles used by artists in art prints.	<ul style="list-style-type: none"> <li>√ Discuss prints: <i>The Harvesters</i>, by Pieter Brueghel, and compare to <i>Young Hare</i>, by Durer for differences, and <i>The Peaceable Kingdom</i>, by Hicks for similarity.</li> <li>√ Do activities called “Forest Scene,” “Peaceable Animals” and “Bleach Drawing.”</li> </ul>
1.4 Applies audience skills in a variety of arts settings and performances.	<ul style="list-style-type: none"> <li>• Demonstrates active listening/viewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and identify elements of art seen in museum, exhibit or assembly.</li> </ul>	Demonstrates active listening skills and can actively discuss elements of art seen.	<ul style="list-style-type: none"> <li>√ Visit gallery/museum.</li> <li>√ Visit Marine Science Center.</li> </ul>

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**Essential Learning 2: The student demonstrates thinking skills using artistic processes.**

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	Content Specifications	Assessment Examples	Resource/Activity Suggestions
2.1 Applies a creative process in the arts: <ul style="list-style-type: none"> <li>• Conceptualizes the context or purpose</li> <li>• Gathers information from diverse sources</li> <li>• Develops ideas and techniques</li> <li>• Organizes arts elements, forms, and/or principles into a creative work</li> <li>• Reflects for the purpose of elaboration and self-evaluation</li> <li>• Refines work based on feedback</li> <li>• Presents work to others</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the purpose of composition (i.e., creates art for a purpose).</li> <li>• Identify art concepts and discuss their choices in own work.</li> </ul>	Creates art for a purpose.	✓ Make posters, cards or drawings for an event or science fair.

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<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose</li> <li>• Selects artistic work (repertoire) to perform</li> <li>• Analyzes the structure and background of work</li> <li>• Interprets by developing a personal approach to the work</li> <li>• Rehearses, adjusts, and refines through evaluation and problem solving</li> <li>• Presents work for others</li> <li>• Reflects and evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills, and techniques through a performance process.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a piece of work for public display.</li> <li>• Discuss performance or display choices in group setting.</li> <li>• Completes a project with a team.</li> </ul>	<p>Completes a group project.</p>	<ul style="list-style-type: none"> <li>√ Participate in a community art project.</li> <li>√ Design a group mosaic or quilt.</li> </ul>

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2.3 Applies a responding process to an arts presentation: <ul style="list-style-type: none"> <li>• Engages actively and purposefully</li> <li>• Describes what is seen and/or heard</li> <li>• Analyzes how the elements are arranged and organized</li> <li>• Interprets based on descriptive properties</li> <li>• Evaluates using supportive evidence and criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills, and techniques through a responding process.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and make judgments about a wide variety of artwork.</li> <li>• Recognize a variety of media, techniques and processes.</li> </ul>	Makes appropriate judgments about a variety of artwork.	✓ Visit art museum, discuss different types of art seen.

**Essential Learning 3: The student communicates through the arts.**

To meet this standard the student will:

3.1 Uses the arts to express and present ideas and feeling.	<ul style="list-style-type: none"> <li>• Recognizes that ideas and feelings can be expressed through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand art serves many purposes and functions:               <ul style="list-style-type: none"> <li>- express feelings</li> <li>- express ideas</li> </ul> </li> <li>• Begin process of transforming personal experiences into art forms.</li> </ul>	Successfully uses art to express feelings and ideas.	✓ Make a happy, then a sad picture. Tell what colors and shapes to use for each.
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3.2 Uses the arts to communicate for a specific purpose.	<ul style="list-style-type: none"> <li>• Uses the arts to communicate for a specific purpose (e.g., tell a story).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand art serves many purposes:               <ul style="list-style-type: none"> <li>- inform</li> <li>- entertain</li> <li>- persuade</li> </ul> </li> </ul>	Tells a story using art.	√ Make a picture book.
3.3 Develops personal aesthetic criteria to communicate artistic choices.	<ul style="list-style-type: none"> <li>• Recognizes the aesthetic choices of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and articulate personal reactions and feelings when viewing works of art.</li> </ul>	Articulates personal reactions and feelings when viewing art.	√ Choose a print such as <i>Peaceable Kingdom</i> , by Hicks. Have students describe their own feelings toward it. √ Do activity called “Peaceable Kingdom.”

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<b>Essential Learning 4: The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</b>				
To meet this standard the student will:				
<b>Washington State Components</b>	<b>Grade Level Indicators</b>	<b>Content Specifications</b>	<b>Assessment Examples</b>	<b>Resource/Activity Suggestions</b>
4.1 Demonstrates and analyzes the connections among the arts disciplines.	<ul style="list-style-type: none"> <li>Demonstrates how an idea can be represented through various arts disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Use a common theme and demonstrate through the use of different media.</li> <li>Discuss and analyze artist intent.</li> </ul>	Demonstrates a common theme through use of different media.	√ Sing a song, read a book and draw a picture about the same subject.
4.2 Demonstrates and analyzes the connections between the arts and other content areas.	<ul style="list-style-type: none"> <li>Demonstrates concepts common to the arts and other content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand math concepts of symmetry, balance, etc., can be created in visual composition and design.</li> <li>Use geometric shapes in 3-D, in design.</li> </ul>	Demonstrates math concepts created in a visual composition.	√ Have students divide their paper into 6 spaces by folding paper. Color each square a different color.



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4.3 Understands how the arts impact lifelong choices.	<ul style="list-style-type: none"> <li>• Identifies examples of arts in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a community art project or in community art development.</li> <li>• Appreciate the diversity of creative expression in our local and global communities.</li> </ul>	Completes community art project.	√ Visit other community art to get ideas for a project they can do.
4.4 Understands that the arts shape and reflect culture and history.	<ul style="list-style-type: none"> <li>• Describe specific artwork in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify themes and symbols of different historical periods and cultures within our communities.</li> <li>• Become aware of contemporary and historical artists and their work.</li> </ul>	Names some historical artists and some work they did.	√ Review art prints presented to class, name similarities and differences.
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work.	<ul style="list-style-type: none"> <li>• Maintains focus and demonstrates perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits care, control and attention to detail.</li> <li>• Responsible use of time resulting in the accomplishment of set goals.</li> <li>• Follow a set of specific directions.</li> </ul>	Follows set of specific instructions resulting in reaching set goal; showing attention to detail.	√ Provide step-by-step written directions for each student of an art project to complete on their own.