

2nd Grade

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
VA.CR.1.2a	Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events, etc.).	Students will be grouped together to work collaboratively to come up with three different design ideas on an event or topic of teacher choice (ex.- school poster design for "student of the month").
VA.CR.1.2	Make art or design to explore personal interests, questions, and curiosity.	Students will create a work of art based off of the self. The composition must depict the students likes/interests, questions, or curiosities. Student work must show characteristics of a good composition such as details, overlap and runoff.
VA.CR.2.2a	Experiment with various materials, tools, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.) to explore personal interests in a work of art or design.	Students will create art using mixed media and explore the ways that different materials create different effects. Students will learn emphasis, form, and composition. Students will study art from diverse cultures including Egypt (architecture, woodwork, metalwork, etc.). Students will use this knowledge to create personal work of interest to the individual.
VA.CR.2.2b	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Students will locate, use, and put away materials correctly. Demonstrate respect for work space and cleaning of materials.
VA.CR.2.2c	Repurpose objects to make something new.	Students will identify and examine recycled art. Identify and examine earth art. Create a work of art from a pre-existing object that had been destructed and constructed into something new.
VA.CR.3.2	Discuss and reflect with peers about choices made in creating artwork.	Students will describe and discuss the visual qualities and content of personal works of art, using art vocabulary. Describe and discuss ideas and emotions communicated in works of art.
Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
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VA.PR.4.2a	Categorize artworks based on a theme or concept for an exhibit (such as bulletin board display, student art show, postcard mock gallery, etc.).	Students can categorize art based on a shared theme or concept. Student will be able to identify a theme, select artwork that reflects their theme, curate a possible exhibit and write or reflect in a simple oral gallerists/artist statement. (Example: students curate an exhibit of postcard art or printouts.)
VA.PR.5.2a	Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation (such as mounted on construction paper, elevated on a base, hung from the ceiling, etc., and including a label with student name and title).	Students can discuss how to prepare different styles/mediums of artwork for an art show. Students can also prepare a piece of art for a possible exhibit. (This can include bulletin board showcases.)
VA.PR.6.2a	Analyze how art exhibited inside and outside of schools (such as in school lobby, on hallway bulletin boards, in museums, galleries, virtual spaces, and other venues) contributes to communities.	Students can analyze how public art spaces can benefit and contribute to communities. Students can then collaborate on a group art piece for a public space on campus.
Responding Anchor Standard #7- Perceive and analyze artistic work. Anchor Standard #8- Interpret intent and meaning in artistic work. Anchor Standard #9- Apply criteria to evaluate artistic work.		
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VA.RE.7.2a	Use art-specific vocabulary to describe one's natural world and constructed environments.	Using well known art examples and student art, students will use art specific vocabulary to describe, as well as state similarities and differences, in the natural world vs. constructed world.

VA.RE.7.2b	Compare images based on expressive properties (such as Albrecht Durer's calm "Hare," the energetic Energizer Bunny, the silly Bugs Bunny, etc.).	Students will understand that works of art can have affect. Certain qualities in the art can convey mood, feelings, and emotions. Students will compare and contrast works of art based off of this perception of expression.
VA.RE.8.2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles.	Students will identify and interpret a work of art that communicates feelings/emotions. Describe the meanings and feelings evoked by works of art. Recognize and evaluate basic elements of design (color, line, form, texture, rhythm, etc.).
VA.RE.9.2	Use art-specific vocabulary to express preferences about artwork	Students will engage in classroom discussion as well as present ideas and findings.
Connecting		
Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art.		
Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
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VA.CN.10.2a	Create works of art about events in home, school, or community life.	Students can create works of art about the big moments in their life. Student can make connections with the emotions they were feeling in that moment and the emotion they were able to illustrate in their art.
VA.CN.11.2a	Compare cultural uses (such as honoring people, remembering events, etc.) of artwork from different times and places.	Students can discuss the ways that the art of a culture reflects its people's traditions, attitudes and beliefs. Students can also compare and contrast the different process used by different cultures including Egypt.