

## What is it we expect students to learn? Identifying Essential Standards

Grade Level: 2<sup>nd</sup>

Subject: Art

Team Members: Helmich, Holdsworth, Martin, Steele

1. Standard/Description	2. Example/Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards
Demonstrate appropriate safety, care, and use of art making equipment	printmaking inks, carving instruments	Experience with creating projects with art equipment	Daily monitoring	Continuously	Hands on practice, demonstration, pre-correct
Apply a variety of procedures, methods, and subject matter in the production of two-dimensional works of art, including landscapes, still life and relief prints.	Produce paintings, drawings, and relief prints of family life and neighborhood play	experience with art making equipment such as a paintbrush Prior knowledge of the art term relief	Final product	3 <sup>rd</sup> Quarter	Draw a portrait, incorporate a landscape.
Produce three-dimensional works of art	pinching and pulling clay to create clay dinosaurs	Knowledge of the term 3-dimensional experience with attaching clay to clay	Final product	2 <sup>nd</sup> Quarter	Draw a cube, cone, sphere etc.
Apply color schemes from, color wheel, symmetrical balance, geometric and organic shapes in the production of works of art	Monoprint of butterfly, landscapes with intermediate color schemes, Georgia O'Keeffe's Flower images in pastel drawings	Understand color wheel, color wheel terms as well as symmetrical balance and the difference between geometric and organic shapes	Final Product	1 <sup>st</sup> Quarter	Create a flower and color it in to look like a color wheel.
Express ideas, feelings, and moods in creating works of art	Be able to show happiness by using traditional media such as crayons or paints inspired by a famous artist	Understand the terms expression and emotion and how to visually define them when creating art	Art critique/Final product	1 <sup>st</sup> Quarter	Understand the relationship to colors and mood.
Describe the media technique used in a specific work of art	describing the technique of pointillism by Georges Seurat in <i>A Sunday on La Grand</i>	knowledge of the elements of art and principles of design	art critique	4 <sup>th</sup> Quarter	Critique/ read a piece of artwork. What do you see?

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Identifying the technique of spatial relationships, including foreground, middle ground, and background	Identify overlapping shapes that create depth as in Grant Wood's landscapes	Understanding of the element of art - space	Final product/Critique	2 <sup>nd</sup> Quarter	
Identify ways art reflects and records history	Pictographs created by the Plains Indians, Frederic Remington's paintings and sculptures of the American West	Introduction to Art History	Classroom discussion	3 <sup>rd</sup> Quarter	
Describe ways in which visual arts connect to other disciplines	Describe Edgar Degas' ballerina works in relation to dance or Pablo Picasso's <i>Three Musicians</i> in relation to instrumental music	Introduced to Art History	Critique	3 <sup>rd</sup> Quarter	

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?