

<b>VISUAL ARTS 2nd Grade Standard 1</b>	
<b>Standard:</b> <b>CREATING Standard 1</b>  Generate and conceptualize artistic ideas and work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems	
<b>Enduring Understandings:</b> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Brainstorm collaboratively multiple approaches to an art or design problem.  Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?  How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

## **VISUAL ARTS 2nd Grade Standard 2**

### **Standard:**

### **CREATING Standard 2**

Organize and develop artistic ideas and work.

### **21<sup>st</sup> Century Learning Expectations:**

Hinsdale students will:

Communicate through various means

Be able to solve problems

Demonstrate technological fluency and adaptability.

Demonstrate responsibility for their actions and choices.

### **Enduring Understandings:**

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

### **Learning Competencies**

*Students will be able to:*

Experiment with various materials and tools to explore personal interests in a work of art or design.

Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Repurpose objects to make something new.

### **Essential Questions**

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

<b>VISUAL ARTS 2<sup>nd</sup> Grade Standard 3</b>	
<b>Standard:</b> <b>CREATING Standard 3</b> Refine and complete artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Discuss and reflect with peers about choices made in creating artwork.	What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

<b>VISUAL ARTS 2nd Grade Standard 4</b>	
<b>Standard:</b> <b>PRESENTING Standard 4</b> Select, analyze, and interpret artistic work for presentation.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Categorize artwork based on a theme or concept for an exhibit.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

**VISUAL ARTS 2nd Grade Standard 5****Standard:****PRESENTING Standard 5**

Develop and refine artistic techniques and work for presentation.

**21<sup>st</sup> Century Learning Expectations:**

Hinsdale students will:

Communicate through various means

Be able to solve problems

Demonstrate technological fluency and adaptability.

**Enduring Understandings:**

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Learning Competencies**

*Students will be able to:*

Distinguish between different materials or artistic techniques for preparing artwork for presentation

**Essential Questions**

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

<b>VISUAL ARTS 2<sup>nd</sup> Grade Standard 6</b>	
<b>Standard:</b> <b>PRESENTING Standard 6</b> Convey meaning through the presentation of artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.	What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

<b>VISUAL ARTS 2<sup>nd</sup> Grade Standard 7</b>	
<b>Standard:</b> <b>RESPONDING Standard 7</b> Perceive and analyze artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Recognize and demonstrate the importance of whole person wellness Demonstrate technological fluency and adaptability Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual imagery influences understanding of and responses to the world.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Perceive and describe aesthetic characteristics of one's natural world and constructed environments. Categorize images based on expressive properties.	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

<b>VISUAL ARTS 2nd Grade Standard 8</b>	
<b>Standard:</b> <b>RESPONDING Standard 8</b> Interpret intent and meaning in artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?



<b>VISUAL ARTS 2<sup>nd</sup> Grade Standard 9</b>	
<b>Standard:</b> <b>RESPONDING Standard 9</b> Apply criteria to evaluate artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> People evaluate art based on various criteria.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Use learned art vocabulary to express preferences about artwork.	How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

<b>VISUAL ARTS 2<sup>nd</sup> Grade Standard 10</b>	
<b>Standard:</b> <b>CONNECTING Standard 10</b> Synthesize and relate knowledge and personal experiences to make art.	
<b>21<sup>st</sup> Century Learning Expectations:</b>  Hinsdale students will: Communicate through various means Be able to solve problems Take responsibility for their own learning Recognize and demonstrate the importance of whole person wellness Demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  Create works of art about events in home, school, or community life.	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**VISUAL ARTS 2nd Grade Standard 11****Standard:****CONNECTING Standard 11**

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**21<sup>st</sup> Century Learning Expectations:**

Hinsdale students will:

Communicate through various means

Be able to solve problems

Take responsibility for their own learning

Demonstrate responsibility for their actions and choices

**Enduring Understandings:**

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Learning Competencies**

*Students will be able to:*

Compare and contrast cultural uses of artwork from different times and places.

**Essential Questions**

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

