

2nd Grade

Visual and Performing Arts: Visual Arts Content Standards.

ARTISTIC PERCEPTION

At the second grade level, children will expand on their ability to process, analyze and respond to sensory information through the language and skills unique to the visual arts.

Students perceive and respond to works of art, objects in nature, events, and the environment. They will use the vocabulary of the visual arts to express their observations. In developing their perceptual skills, they will perceive and discuss the differences in mood created by warm and cool colors.

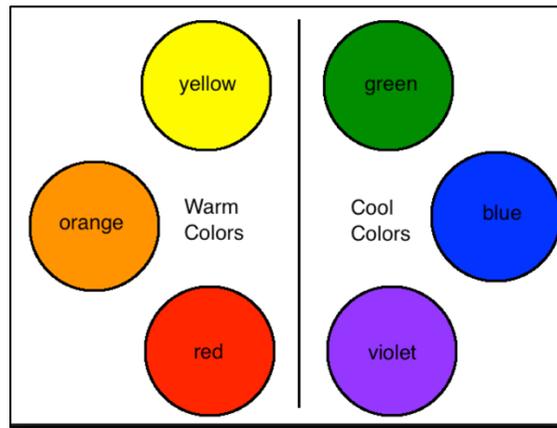
Ideas for what to do:

Begin the lesson by introducing the idea of warm and cool colors. If the students have learned about primary and secondary colors, or the color wheel, this will serve as an extension. If not, give an introductory lesson on primary colors, and how secondary, and tertiary colors are created by blending different combinations of primary colors (see first grade ideas).

Find images that are warm and cool, such as the following:



Ask the students to tell you which ones look warm, and which ones look cold. Ask the class for ideas on what colors come to mind when they think of warm or cool things. Show this color wheel, where generally, the warm colors are considered to be the reds, oranges and yellows, and the cool colors are the blues, purples and darker greens. An important thing to note is that there is no set rule, but rather a feeling that a color can create. Also, the colors on the border can go either way. If a purple is more red, it will feel warmer, and if it is more blue, it will feel colder. The same goes for green. If it is more blue, it will be colder, and if it is more yellow, it will feel warmer.



Next have the children take out their crayons, and have them draw a picture of a warm sun scene, a cool night scene with the moon, or a combination of both. This can be done by freehand, or you can give them copies with templates.



CREATIVE EXPRESSION

At the second grade level, children apply artistic processes and skills, using a variety of media to communicate meaning and intent in a original works of arts. The will demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

Ideas for what to do:

Give the kids different object, like coins, a piece of lace, a textured piece of paper, a paper clips, thicker paper cut outs, such as a doll, or a heart. You can also prepare items ahead of time by cutting out pieces of cardboard, and making patterns and pictures with a hot glue gun. Then take some of the older crayons and have the students peel off the paper from around the crayon. Give each child a white piece of paper, and have them place one of the objects underneath their paper and lightly rub with the entire side of the crayon. They should begin to see the outlines of the shape appear on the paper. You can ask them to look at the image that appears, and at their object, and ask them to describe what they see, and hypothesize why some parts are lighter and some darker.



AESTHETIC VALUING

Children at the second grade level will continue to work on skills from the earlier grades in responding to, analyzing, assessing, making meaning and judgments of the art that they see around them, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

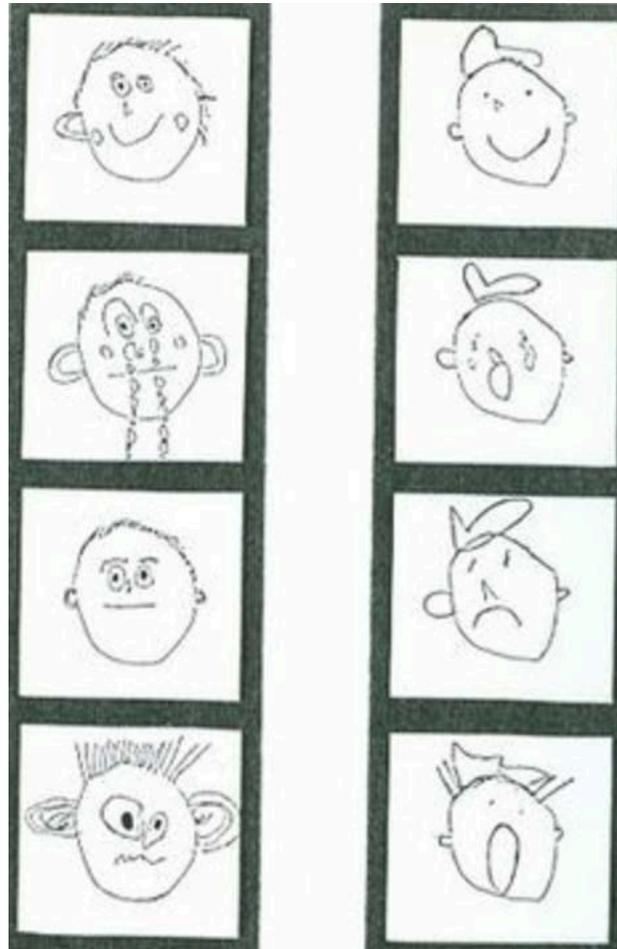
Children will learn to compare ideas as they are expressed through their art, as well as compare different responses to same works of art.

Ideas for what to do:

Give the children paper and crayons and a slip of paper that has a feeling written on it (happy, sad, confused, angry, annoyed, scared, sick, etc.). Ask them each to draw a face that expresses the feeling that they were given. They should try to keep the feeling secret, and not tell anyone what feeling they are drawing. They can try to draw expressions, thinking about what the mouth looks like, and what they eyes and eyebrows do when someone feels that way. You can also remind them of the types of colors that can evoke certain. A sad face may be in blues, while a cheerful face may be yellow.

Once the pictures are done, have them write in pencil on the back what feeling they drew, then post all of the pictures up on the board, or in a space where the students can all see them. Start the discussion by looking at the pictures together, and wonder out loud what a certain picture may be feeling. Some may be obvious, like a big happy, smiling picture, but some may be less obvious, like a picture of a confused person.

The point of this discussion is for the students to learn to share their observations and the meaning they make from the images that they see. Someone may think that a picture looks angry, but the artist may have intended for it to look annoyed. Does that mean that angry is wrong, or can it mean that angry looks different to different people? As can be seen in the example below, it isn't always obvious, but it can be a good starting point for a discussion.



You can also show images of other's art, and discuss the feelings that are portrayed.

