

# PARENT GUIDE FOR FINE ARTS CURRICULUM: VISUAL ARTS

## GRADE TWO

### DIOCESE OF CLEVELAND

**Below is a list of the skills your child will be taught in Grade Two.**

**As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.**

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>OH: Fine Arts - Visual Arts: Enduring Understandings</b>	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
<b>OH: Fine Arts - Visual Arts: Progress Points</b>	
	Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
	Explore a range of art concepts and artworks and construct meaning about the works.
	Connect making art with individual choice and understanding personal cultural identity.
	Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
	Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.
<b>OH: Fine Arts - Visual Arts: Perceiving/Knowing (PE)</b>	
	Notice and point out details and respond to expressive features in artworks.
	Distinguish the subject matter and artistic style of two or more visual artists.
	Compare the form, materials and techniques in selected works of art using descriptive language.
	Identify and compare the purposes for creating art objects from various cultures.
	Identify and describe cultural symbols, image and contexts of works of art.
	Identify and share the uses of visual art outside the classroom and provide examples.
	Generate artmaking ideas from their daily experiences and the environment.

<b>OH: Fine Arts - Visual Arts: Producing/Performing (PR)</b>	
	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
	Envision what cannot be observed directly and depict it visually.
	Create artworks based on imagination and observation of familiar objects and scenes.
	Demonstrate flexibility in their creative processes and use of art materials.
	Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
	Use visual art materials to express an idea that reflects their own social or cultural identity.
<b>OH: Fine Arts - Visual Arts: Responding/Reflecting (RE)</b>	
	Use basic self-assessment strategies to improve their artworks.
	Understand the difference between assessing the quality of an artwork and their personal preference for the work.
	Relate the subject matter and ideas in their own artworks to those in the works of others.
	Share their personal interpretations of the meanings conveyed in various works of art.
	Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
	Identify and articulate important historical and cultural contributions of selected visual artists.
	Recognize and discuss that people have various opinions about art and value art for different reasons.
<b>OH: CCSS: Literacy in History/Social Studies: Speaking and Listening</b>	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Build on others' talk in conversations by linking their comments to the remarks of others.
	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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