

Calvert County Public Schools
Exit Expectations
2nd Grade Visual Arts

All exiting 2nd grade Visual Arts students should be able to do the following:

1. Creative Expression:
 - a. Discover that artists create and express themselves using different types of media, techniques, and styles.
 - b. Describe how one artist's style/artwork is different from another and how they are similar (e.g. pyramid vs. castle).
 - c. Identify careers in art-illustrator, photographer, painter, printmaker, potter, and architect.
 - d. Recognize and describe art vocabulary.
2. Historical/Cultural Perspective:
 - a. Recognize artworks from different periods in history. (Realism and Abstract)
 - b. Give examples of how different cultures have used art in their societies and how they use it today.
 - c. Relate art projects to holiday/seasonal events, cultural symbols (peace, love, etc.) and themes (a series of artworks that share a commonality such as subjects, styles, the same technique, etc.)
 - d. Use math, science, reading and other core content in their own art works.
3. Process/Responding:
 - a. Explore different techniques (drawing, painting, printing, sculpture, collage, and pottery).
 - b. Explore different types of media (marker, oil pastels, crayons, watercolor, sharpie, tempera, soft pastels, clay, colored pencils, and collage).
 - c. Know how to work safely with different materials and techniques. (Example: scissors, clay tools, sitting properly on stools, etc.)
 - d. Identify, describe, and use the Elements of Art (color, line, shape, form, texture, space and value).

COLOR

- Identify primary and secondary colors.
- Describe how the secondary colors are made.
- Know that primary colors cannot be made.
- Mix the primaries together to make brown,
- Identify warm and cool colors.

LINE

- Create a variety of line.
- Use lines to create repetition/pattern.
- Identify and create a horizon line.
- Distinguish between, vertical, horizontal, parallel, dotted, curvy, spiral, zigzag, and diagonal lines.

SHAPE

- Identify the difference between geometric and organic shapes.
- Use positive and negative space.

TEXTURE

- Create texture through a variety of media and be able to describe texture.
- Distinguish between seeing and feeling texture.

FORM

- Identify the basic geometric forms (cube, cylinder, cone, rectangular prism, sphere, and pyramid).

SPACE

- Use overlapping.
- Use positive and negative space.

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VALUE

- Explore lights and darks
- Explore tints and shades.

4. Responding:
 - a. Identify, describe, and use the Principles of Design (balance, contrast, emphasis, proportion, pattern, rhythm, unity and variety).
 - b. Talk about Principles of Design in conjunction with the elements of art.
5. Critical Analysis:
 - a. Understand how Art Criticism and “criticism” are different.
 - b. Talk about a work of art using art vocabulary.
 - c. Address an artwork in a positive manner.
 - d. Identify some of the Elements of Art and Principles of Design.
 - e. Make a judgment about a piece of art (critique process).