Florida Fine Arts

# Visual Arts: Grade 2

Adopted 2010

## Critical Thinking and Reflection

**Cognition and reflection are required to appreciate, interpret, and create with artistic intent.**

1. Use the art-making process to communicate personal interests and self-expression. VA.2.C.1.1
2. Reflect on and discuss various possible meanings in works of art. VA.2.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Use various media or techniques to communicate personal interests and self-expression. VA.2.C.1.IN.A

   b. Identify various possible meanings in works of art. VA.2.C.1.IN.B

   Supported

   a. Explore various media or techniques to communicate personal interests and self-expression. VA.2.C.1.SU.A

   b. Recognize various features in works of art. VA.2.C.1.SU.B

   Participatory

   a. Attend to various media or techniques used to create artwork. VA.2.C.1.PA.A

   b. Attend to various features in works of art. VA.2.C.1.PA.B

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**Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

1. Use appropriate decision-making skills to meet intended artistic objectives. VA.2.C.2.1
2. Identify skillful techniques used in works by peers and others. VA.2.C.2.2
3. Use suggestions from others to modify the structural elements of art. VA.2.C.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to meet intended artistic objectives. VA.2.C.2.IN.A

b. Explore the use of skillful techniques in works by peers and others. VA.2.C.2.IN.B

Supported

a. Use a teacher-selected criterion to meet intended artistic objectives. VA.2.C.2.SU.A

b. Explore the use of basic techniques in works by peers and others. VA.2.C.2.SU.B

Participatory

a. Explore various media or techniques used to create artwork. VA.2.C.2.PA.A

b. Attend to basic techniques in works by peers and others. VA.2.C.2.PA.B

c. Explore various structural elements of art. VA.2.C.2.PA.C

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**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

1. Use accurate art vocabulary to identify connections among visual art and other contexts. VA.2.C.3.1
2. Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different. VA.2.C.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use selected vocabulary common to art and other contexts. VA.2.C.3.IN.A

b. Identify similarities and differences between artworks and utilitarian objects. VA.2.C.3.IN.B

Supported

a. Respond to selected vocabulary common to art and other contexts. VA.2.C.3.SU.A

b. Recognize the function of a variety of artworks and utilitarian objects. VA.2.C.3.SU.B

Participatory

a. Attend to selected vocabulary common to art and other contexts. VA.2.C.3.PA.A

b. Explore a variety of visual art and utilitarian objects. VA.2.C.3.PA.B

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**Skills, Techniques, and Pr**

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**The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

Experiment with tools and techniques as part of art-making processes. VA.2.S.1.1

2. Use diverse resources to inspire expression of personal ideas and experiences in works of art. VA.2.S.1.2
3. Explore art from different time periods and cultures as sources for inspiration. VA.2.S.1.3
4. Use accurate art vocabulary to discuss art. VA.2.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore the use of art tools, processes, and media. VA.2.S.1.IN.A
b. Produce artwork influenced by personal decisions and ideas. VA.2.S.1.IN.B
c. Use art vocabulary to communicate about art and the art-making process. VA.2.S.1.IN.C

Supported

a. Recognize basic art tools, processes, and media. VA.2.S.1.SU.A
b. Create artwork that communicates awareness of self. VA.2.S.1.SU.B
c. Respond to selected art vocabulary to communicate about art. VA.2.S.1.SU.C

Participatory

a. Attend to basic art tools, processes, and media. VA.2.S.1.PA.A
b. Explore ideas and images for artwork. VA.2.S.1.PA.B
c. Respond to selected art vocabulary. VA.2.S.1.PA.C

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**Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

1. Develop artistic skills through repeated experiences with art media, techniques, processes, and tools. VA.2.S.2.1
2. Follow sequential procedures focused on art production. VA.2.S.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Develop artistic skills through the repeated use of tools, processes, and media. VA.2.S.2.IN.A

Supported

a. Recognize basic art tools, processes, and media. VA.2.S.2.SU.A

Participatory

a. Explore basic art tools, processes, and media. VA.2.S.2.PA.A

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**Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

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Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. VA.2.S.3.1

2. Demonstrate growth in craftsmanship through purposeful practice. VA.2.S.3.2
3. Follow directions for safety procedures and explain their importance in the art room. VA.2.S.3.3
4. Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others. VA.2.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Practice skills and techniques to create with two- and three-dimensional media. VA.2.S.3.IN.A
b. Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes. VA.2.S.3.IN.B
c. Identify artwork that belongs to others and represents their ideas. VA.2.S.3.IN.C

Supported

a. Manipulate a variety of visual art tools and media. VA.2.S.3.SU.A
b. Demonstrate the safe use of selected visual art tools, media, techniques, or processes. VA.2.S.3.SU.B

Participatory

a. Explore a variety of visual art tools and media. VA.2.S.3.PA.A

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**Organizational Structure**

**Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

1. Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process. VA.2.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use structural elements of art in personal works of art. VA.2.O.1.IN.A

Supported

a. Recognize basic structural elements of art. VA.2.O.1.SU.A

Participatory

a. Explore selected structural elements of art. VA.2.O.1.PA.A

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**The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

1. Use personal experience to convey meaning or purpose in creating artworks. VA.2.O.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Generate ideas and images for artworks based on personal experience. VA.2.0.2.IN.A

Supported

a. Create imagery and symbols to document self-perception. VA.2.0.2.SU.A

Participatory

a. Explore images and symbols representing self and environment. VA.2.0.2.PA.A

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**Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

1. Create personally meaningful works of art to document and explain ideas about local and global communities. VA.2.0.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create works of art to document experiences of self and community. VA.2.0.3.IN.A

Supported

a. Recognize and use structural elements of visual art. VA.2.0.3.SU.A

Participatory

a. Recognize a structural element of art. VA.2.0.3.PA.A

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**Historical and Global Connections**

**Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

1. Identify examples in which artists have created works based on cultural and life experiences. VA.2.H.1.1
2. Distinguish between appropriate and inappropriate audience behavior. VA.2.H.1.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize similar themes in visual art from a variety of cultures and times. VA.2.H.1.IN.A

b. Practice specified procedures and audience etiquette. VA.2.H.1.IN.B

Supported

a. Recognize that visual art communicates information about culture or times. VA.2.H.1.SU.A

b. Imitate a specified element of audience etiquette to respond to artworks. VA.2.H.1.SU.B

Participatory

a. Explore visual art from a variety of cultures and times. VA.2.H.1.PA.A

b. Respond to artwork. VA.2.H.1.PA.B

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**The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

1. Identify differences or similarities in artworks across time and culture. VA.2.H.2.1
2. Identify objects from everyday life that have been designed and created using artistic skills. VA.2.H.2.2
3. Identify the physical features or characteristics of artworks displayed in the community. VA.2.H.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize differences or similarities in artworks across time and culture. VA.2.H.2.IN.A

b. Identify the use of visual art in daily life. VA.2.H.2.IN.B

Supported

a. Respond to the visual art of diverse cultures and historical periods. VA.2.H.2.SU.A

b. Connect visual art examples with their function. VA.2.H.2.SU.B

Participatory

a. Explore the visual art of diverse cultures and historical periods. VA.2.H.2.PA.A

b. Associate a visual art example with its function. VA.2.H.2.PA.B

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**Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

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Describe connections made between creating with art ideas and creating with information from other content areas. VA.2.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.2.H.3.IN.A

Supported

a. Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts. VA.2.H.3.SU.A

Participatory

a. Explore the use of patterns, line, or form in visual art. VA.2.H.3.PA.A

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**Innovation, Technology, and the Future**

**Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Use imagination to create unique artwork incorporating personal ideas and selected media. VA.2.F.1.1
2. Explore the advantages of having multiple solutions to solve an artistic problem. VA.2.F.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, interpret, or respond to visual art using a variety of media. VA.2.F.1.IN.A

Supported

a. Explore and use a variety of visual art media. VA.2.F.1.SU.A

Participatory

a. Explore a variety of visual art media. VA.2.F.1.PA.A

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**Careers in and related to the arts significantly and positively impact local and global economies.**

1. Identify work created by artists and designers. VA.2.F.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify selected forms of visual art. VA.2.F.2.IN.A

Supported

a. Recognize a selected form of visual art. VA.2.F.2.SU.A

Participatory

a. Respond to visual art in the environment. VA.2.F.2.PA.A

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**The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

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1. Describe the use of art to promote events within the school or community. VA.2.F.3.1
2. Work with peers to complete a task in art. VA.2.F.3.2
3. Use time effectively while focused on art production to show early development of 21st-century skills. VA.2.F.3.3

    Access Point for Students with Significant Cognitive Disabilities

    Independent

    a. Recognize the purpose of visual art in the community. VA.2.F.3.IN.A
    b. Complete one or more steps related to collaborative visual art projects. VA.2.F.3.IN.B

    Supported

    a. Recognize that visual art is part of a variety of environments. VA.2.F.3.SU.A
    b. Contribute to collaborative tasks related to visual art. VA.2.F.3.SU.B

    Participatory

    a. Respond to visual art in the environment. VA.2.F.3.PA.A
    b. Explore tasks related to visual art. VA.2.F.3.PA.B