



Semester Content Guide Art - Grade 2: 5001030 Course Length: Year

CPALMS: [Course Description](#)

Updated 3/2016

Semester One

Big Ideas	Essential Standards	Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques	VA.2.S.1.1 VA.2.S.2.1 VA.2.C.2.1	VA.2.S.1.1 VA.2.S.3.3 VA.2.F.3.1 VA.2.S.1.2 VA.2.O.2.1 VA.2.F.3.2 VA.2.S.1.4 VA.2.C.1.1 VA.2.H.1.2
O: Organizational Structure	VA.2.C.3.1 VA.2.F.1.1 VA.2.F.3.2	VA.2.S.2.1 VA.2.C.2.1 VA.2.H.2.2 VA.2.S.2.2 VA.2.C.3.1 VA.2.H.2.3 VA.2.S.3.1 VA.2.F.1.1
H: Historical and Global Connections	VA.2.H.1.2 VA.2.H.2.2 VA.2.H.2.3	
F: Innovation, Technology and the Future		

Standards taught continuously throughout the year	Content Standards VA.2.S.1.4 VA.2.S.1.1
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Semester Two

Big Ideas	Essential Standards	Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques		VA.2.S.1.3 VA.2.C.1.2 VA.2.F.2.1 VA.2.S.3.2 VA.2.C.2.2 VA.2.F.3.3 VA.2.S.3.4 VA.2.C.2.3 VA.2.H.1.1
O: Organizational Structure	VA.2.S.1.3 VA.2.S.3.2 VA.2.O.1.1 VA.2.H.3.1	VA.2.O.1.1 VA.2.C.3.2 VA.2.F.2.1 VA.2.O.3.1 VA.2.F.1.2 VA.2.H.3.1 VA.2.S.1.4 VA.2.S.1.1
H: Historical and Global Connections		
F: Innovation, Technology and the Future		

Florida Standards	LAFS.2.SL.1.2 MAFS.2.G.1.1 MAFS.2.MD.1.1 VA.3.H.2.3 LAFS.2.SL.1.3 MAFS.2.G.1.3 HE.2.C.2.4 SC.N.1.5
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Semester: 1

Semester Content Guide
Art - Grade 2: 5001030
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Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

- VA.2.S.3.3** Follow directions for safety procedures and explain their importance in the art room.
- VA.2.C.1.1** Use the art-making process to communicate personal interests and self-expression.
- VA.2.F.1.1** Use imagination to create unique artwork incorporating personal ideas and selected media.
- VA.2.F.3.2** Work with peers to complete a task in art.
- VA.3.F.3.3** Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
- VA.2.O.2.1** Use personal experience to convey meaning or purpose in creating artworks.
- VA.2.S.1.4** Use accurate art vocabulary to discuss art.

- HE.2.C.2.4** Explain the ways that rules make the classroom, school, and community safer.
Remarks/Examples: Walking not running, waiting your turn, and following traffic laws.
- LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- LAFS.2.SL.1.3** 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.

Essential Outcome Questions

- How should various art tools and materials be handled to ensure safety in the classroom?
- Why is it important to follow routines and safety rules?

Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>										
<ul style="list-style-type: none"> • Demonstrate the safe and responsible use of tools and materials. • Explain the importance of following directions and clean up procedures. • Create art work by using one or more of the following: drawing, painting, printmaking, fibers, sculpture, ceramic materials • Create pictures from personal experience, observation or my imagination in a variety of subjects. • Collaborate with peers to complete a task in art. 	<ul style="list-style-type: none"> • Classroom rules posted in the art classroom • Outline of consequences for not complying with classroom rules. 												
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Teacher leads students in practice of proper routines and use of materials/tools. • Teachers shows samples of art processes used in 2nd grade art class. • Students work in pairs to create artwork that demonstrates safe and responsible use of tools and materials in the art classroom. 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="1299 670 2018 711"> Teacher Created Assessments - Guidelines </th> </tr> </thead> <tbody> <tr> <td data-bbox="1299 711 1470 743">DOK Level 1</td> <td data-bbox="1470 711 2018 743">Recall or Reproduction</td> </tr> <tr> <td data-bbox="1299 743 1470 776">DOK Level 2</td> <td data-bbox="1470 743 2018 776">Skills and Basic Reasoning</td> </tr> <tr> <td data-bbox="1299 776 1470 808">DOK Level 3</td> <td data-bbox="1470 776 2018 808">Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td data-bbox="1299 808 1470 849">DOK Level 4</td> <td data-bbox="1470 808 2018 849">Extended Thinking and Reasoning</td> </tr> </tbody> </table>		Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
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- C: Critical Thinking and Reflections
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Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

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

VA.2.S.1.4 Use accurate art vocabulary to discuss art.

VA.2.S.2.2 Follow sequential procedures focused on art production.

VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.

VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.

VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives.

VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts.

VA.2.F.1.1 Use imagination to create unique artwork incorporating personal ideas and selected media.

VA.2.F.3.2 Work with peers to complete a task in art.

VA.2.F.3.1 Describe the use of art to promote events within the school or community.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

Remarks/Examples: Florida Standards Connections:

MAFS.K12.MP.5: Use appropriate tools strategically.

MAFS.2.MD.1.1 Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.

VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills.

VA.2.H.2.3 Identify the physical features or characteristics of artworks displayed in the community.

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

VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art.

VA.2.S.2.1 Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

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

VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.

VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.

Remarks/Examples: e.g., museums, galleries, restaurants, virtual tours

LAFS.2.SL.1.3 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.

Essential Outcome Questions

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Aligned Learning Goals (Content Statements)	Resources	CPALMS	<i>Strategies for Differentiation</i>
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Suggested Activities:

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
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DOK Level 4	Extended Thinking and Reasoning



Semester: 2

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Standards & Benchmarks

Content Standards

Florida Standards

Essential Standards

- VA.3.C.1.2** Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
- VA.3.C.2.2** Compare techniques used by peers and established artists as a basis for improving one’s own work.
- VA.3.C.2.3** Use constructive criticism to improve artwork.
- VA.3.C.3.1** Critique one’s own and others’ artworks, and identify the use of structural elements of art and organizational principles of design.
- VA.3.C.3.2** Describe the connections between visual art and other contexts through observation and art criticism.
- VA.3.C.3.3** Explain the similarities and differences between artworks and utilitarian objects.
- VA.3.F.1.2** Explore the effects and merits of different solutions to solve an artistic problem.
- VA.3.F.2.1** Identify places where artists or designers have made an impact on the community.
- VA.3.F.3.1** Create artwork that communicates an awareness of events within the community.

- LAFS.3.RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- LAFS.3.SL.1.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.3.SL.1.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.1.1 Describe cultural similarities and differences in works of art.

VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.

VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.
Remarks/Examples: e.g., concepts, technique, media, subject matter

VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

VA.3.S.3.2 Develop craftsmanship skills through repeated practice.

Taught all year:

VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.

VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.
Remarks/Examples: e.g., museums, galleries, restaurants, virtual tours

Essential Outcome Question

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