§117.108. Art, Grade 2, Adopted 2013.

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to

offer unique experiences and empower students to explore realities, relationships, and

ideas. These disciplines engage and motivate all students through active learning, critical

thinking, and innovative problem solving. The fine arts develop cognitive functioning

and increase student academic achievement, higher-order thinking, communication, and

collaboration skills, making the fine arts applicable to college readiness, career

opportunities, workplace environments, social skills, and everyday life. Students develop

aesthetic and cultural awareness through exploration, leading to creative expression.

Creativity, encouraged through the study of the fine arts, is essential to nurture and

develop the whole child.

(2) Four basic strands--foundations: observation and perception; creative expression;

historical and cultural relevance; and critical evaluation and response--provide broad,

unifying structures for organizing the knowledge and skills students are expected to

acquire. Each strand is of equal value and may be presented in any order throughout the

year. Students rely on personal observations and perceptions, which are developed

through increasing visual literacy and sensitivity to surroundings, communities,

memories, imaginings, and life experiences, as sources for thinking about, planning, and

creating original artworks. Students communicate their thoughts and ideas with

innovation and creativity. Through art, students challenge their imaginations, foster

critical thinking, collaborate with others, and build reflective skills. While exercising

meaningful problem-solving skills, students develop the lifelong ability to make informed

judgments.

(3) Statements that contain the word "including" reference content that must be

mastered, while those containing the phrase "such as" are intended as possible illustrative

examples.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual

literacy skills using critical thinking, imagination, and the senses to observe and explore

the world by learning about, understanding, and applying the elements of art, principles

of design, and expressive qualities. The student uses what the student sees, knows, and

has experienced as sources for examining, understanding, and creating artworks. The

student is expected to:

(A) compare and contrast variations in objects and subjects from the environment

using the senses; and

(B) identify the elements of art, including line, shape, color, texture, form, and

space, and the principles of design, including emphasis, repetition/pattern,

movement/rhythm, and balance.

(2) Creative expression. The student communicates ideas through original artworks using

a variety of media with appropriate skills. The student expresses thoughts and ideas

creatively while challenging the imagination, fostering reflective thinking, and

developing disciplined effort and progressive problem-solving skills. The student is

expected to:

(A) express ideas and feelings in personal artworks using a variety of lines,

shapes, colors, textures, forms, and space;

(B) create compositions using the elements of art and principles of design; and

(C) identify and practice skills necessary for producing drawings, paintings,

prints, constructions, and sculpture, including modeled forms, using a variety of

materials.

(3) Historical and cultural relevance. The student demonstrates an understanding of art

history and culture by analyzing artistic styles, historical periods, and a variety of

cultures. The student develops global awareness and respect for the traditions and

contributions of diverse cultures. The student is expected to:

(A) interpret stories, content, and meanings in a variety of artworks;

(B) examine historical and contemporary artworks created by men and women,

making connections to various cultures;

(C) analyze how art affects everyday life and is connected to jobs in art and

design; and

(D) relate visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of

self and others, contributing to the development of lifelong skills of making informed

judgments and reasoned evaluations. The student is expected to:

(A) support reasons for preferences in personal artworks;

(B) compare and contrast ideas found in collections such as real or virtual art

museums, galleries, portfolios, or exhibitions using original artworks created by

artists or peers; and

(C) compile collections of artwork such as physical artwork, electronic images,

sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.

Source: The provisions of this §117.108 adopted to be effective t ideas d҃d o s