

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Second Grade Visual Arts. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Visual Arts Education for Elementary Schools (k-5)

The visual arts standards in the elementary years focus on General Art knowledge and skills to help create a foundation for artistic study in later years (drawing, painting, sculpture, graphic design, media arts). In each grade k-5, students explore techniques of various artistic styles, follow simple steps in the creation process, learn how to critique works of art, identify art in the world and daily life, and discover ways that artwork helps people better understand cultures and historical eras.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Second Grade,
students can...

The Colorado Academic Standards in Visual Arts are organized by elements of the Creative Process:
Know/Comprehend → Critique/Evaluate/Refine → Create/Present → Connect/Apply/Transfer

Visual Arts Learning Expectations for Second Grade

Observe and Learn to Comprehend (Know/Comprehend)

Explain reasons behind and/or decisions for making a piece of art; use basic art terms when discussing their art and the art of others.

Envision and Critique to Reflect (Critique/Evaluate/Refine)

Express (write, read, talk, sing, act out) the meaning or personal importance of a work of art.

Invent and Discover to Create (Create/Present)

Use familiar symbols (hearts, diamonds, stars) in artwork; use personal ideas to explore different ways to make art.

Relate and Connect to Transfer (Connect/Apply/Transfer)

Make art about family, school, and community life.

Throughout the Second Grade, you may find students successfully applying the elements of the creative process by...

- Identifying elements in a piece of art such as simple shapes, lines, colors.
- Trying out many different ways to make artwork that represents personal thoughts and ideas.
- Finding symbols from daily lives (math shapes, road signs, signs at school) to use and place in artwork.
- Identifying art in daily life (at home, doctor or dentist offices, commercials /TV shows, video games) and why the presence of art is important.

