

## Grade 2: Kansas Visual Arts Performance Standards

---

<b>Creating</b>	
<a href="#">(Cr1.1.2)</a>	Brainstorm collaboratively multiple approaches to an art or design problem.
<a href="#">(Cr1.2.2)</a>	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
<a href="#">(Cr2.1.2)</a>	Experiment with various materials and tools to explore personal interests in a work of art or design
<a href="#">(Cr2.2.2)</a>	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
<a href="#">(Cr2.3.2)</a>	Repurpose objects to make something new.
<a href="#">(Cr3.1.2)</a>	Discuss and reflect with peers about choices made in creating artwork.
<b>Presenting</b>	
<a href="#">(Pr4.1.2)</a>	Categorize artwork based on a theme or concept for an exhibit.
<a href="#">(Pr5.1.2)</a>	Distinguish between different materials or artistic techniques for preparing artwork for presentation.
<a href="#">(Pr.6.1.2)</a>	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, other venues) contributes to communities.
<b>Responding</b>	
<a href="#">(Re7.1.2)</a>	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
<a href="#">(Re7.2.2)</a>	Categorize images based on expressive properties.
<a href="#">(Re8.1.2)</a>	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
<a href="#">(Re9.1.2)</a>	Use learned art vocabulary to express preferences about artwork.
<b>Connecting</b>	
<a href="#">(Cn10.1.2)</a>	Create works of art about events in home, school, or community life.
<a href="#">(Cn11.1.2)</a>	Compare and contrast cultural uses of artwork from different times and places.

## GRADE 2: CREATING

GRADE 2: CREATING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Components:</b> Investigate Plan Make	<ul style="list-style-type: none"> <li>• <b>EU:</b> Creativity and innovative thinking are essential life skills that can be developed.</li> <li>• <b>EQ:</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> </ul>	<b>VA:Cr1.1.2</b> <b>Brainstorm collaboratively multiple approaches to an art or design problem.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</li> <li>• <b>EQ:</b> How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How come artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>	<b>VA: Cr1.2.2</b> <b>Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</b>

Anchor Standard 1: Generate and conceptualize artistic ideas and works.

## GRADE 2: CREATING

GRADE 2: CREATING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Investigate	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>• <b>EQ:</b> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> </ul>	<p><b>VA:Cr2.1.2</b>  <b>Experiment with various materials and tools to explore personal interests in a work of art or design.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers balance experimentation and safety with freedom and responsibility while developing and creating artwork.</li> <li>• <b>EQ:</b> How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</li> </ul>	<p><b>VA: Cr2.2.2</b>  <b>Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</b></p>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</li> <li>• <b>EQ:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?</li> </ul>	<p><b>VA: Cr2.3.2</b>  <b>Repurpose objects to make something new.</b></p>

Anchor Standard 2: Organize and develop artistic ideas and work.

## GRADE 2: CREATING

<b>Process Components:</b> Reflect Refine Continue	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and designers develop excellence through practice and constructive critique, reflecting upon, revising, and refining work over time.</li> <li>• <b>EQ:</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely.</li> </ul>	<p><b>VA:Cr3.1.2</b>  <b>Discuss and reflect with peers about choices made in creating artwork.</b></p>

Anchor Standard 3: Refine and complete artistic work.

## GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Select	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation, and presentations.</li> <li>• <b>EQ:</b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</li> </ul>	<p><b>VA:Pr4.1.2</b>  <b>Categorize artwork based on a theme or concept for an exhibit.</b></p>

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

## GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Analyze	<ul style="list-style-type: none"> <li>• <b>EU:</b> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artworks for display and/or when deciding if and how to preserve and protect it.</li> <li>• <b>EQ:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selectin work for presentation, a portfolio, or a collection?</li> </ul>	<b>VA:Pr5.1.2</b> <b>Distinguish between different materials or artistic techniques for preparing artwork for presentation.</b>

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

## GRADE 2: PRESENTING

GRADE 2: PRESENTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Share	<ul style="list-style-type: none"> <li>• <b>EU:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</li> <li>• <b>EQ:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?</li> </ul>	<p><b>VA:Pr6.1.2</b>  <b>Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, other venues) contributes to communities.</b></p>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

## GRADE 2: RESPONDING

GRADE 2: RESPONDING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Perceive	<ul style="list-style-type: none"> <li>• <b>EU:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</li> <li>• <b>EQ:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</li> </ul>	<b>VA:Re7.1.2</b> <b>Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.</b>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> Visual imagery influences understanding of and responses to the world.</li> <li>• <b>EQ:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</li> </ul>	<b>VA: Re7.2.2</b> <b>Categorize images based on expressive properties.</b>

Anchor Standard 7: Perceive and analyze artistic work.

## GRADE 2: RESPONDING

GRADE 2: RESPONDING		
Process Component: Analyze	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.</li> <li>• <b>EQ:</b> What is the value of engaging in the process of art criticism? How can the viewer read a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</li> </ul>	<p style="color: #00AEEF; margin: 0;"><b>VA:Re8.1.2</b></p> <p><b>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</b></p>

Anchor Standard 8: Interpret intent and meaning in artistic work.

## GRADE 2: RESPONDING

	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Interpret	<ul style="list-style-type: none"><li>• <b>EU:</b> People evaluate art based on various criteria.</li><li>• <b>EQ:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</li></ul>	<b>VA:Re9.1.2</b> <b>Use learned art vocabulary to express preferences about artwork.</b>

Anchor Standard 9: Apply criteria to evaluate artistic work.

## GRADE 2: CONNECTING

GRADE 2: CONNECTING		
	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
<b>Process Component:</b> Synthesize	<ul style="list-style-type: none"> <li>• <b>EU:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> <li>• <b>EQ:</b> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>	<p><b>VA:Cn10.1.2</b>  <b>Create works of art about events in home, school, or community life.</b></p>

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

## GRADE 2: CONNECTING

<b>Process Component:</b> Relate	<u>Enduring Understandings &amp; Essential Questions</u>	<u>Performance Standard</u>
	<ul style="list-style-type: none"> <li>• <b>EU:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</li> <li>• <b>EQ:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspect of life?</li> </ul>	<p><b>VA:Cn11.1.2</b>  <b>Compare and contrast cultural uses of artwork from different times and places.</b></p>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.