

# Grade 2 Art TEKS Discovery

TEKS Strand	Expectations
<p><b>Foundations: observation &amp; perception</b>            Second graders develop and expand 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 original artwork. The student is expected to:</p>	<p>Second graders are expected to compare and contrast variations in objects and subjects from the environment, using the senses; and identify the Elements of Art, including line, shape, color, texture, form, and space, and the Principles of Design, including emphasis, repetition/ pattern, rhythm/movement, and balance.</p>
<p><b>Creative Expression</b>            Second graders communicate ideas through original artwork 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:</p>	<p>Second graders are expected to express ideas and feelings in personal artworks, using a variety of lines, shapes, colors, textures, forms, and space; create compositions, using the Elements of Art and Principles of Design; and identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.</p>
<p><b>Historical and cultural relevance</b>            Second graders demonstrate 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:</p>	<p>Second graders are expected to interpret stories, content, and meanings in a variety of artworks; examine historic and contemporary artworks created by men and women making connections to various cultures; analyze how art affects everyday life and is connected to jobs in art and design; and relate visual art concepts to other disciplines.</p>
<p><b>Critical evaluation and response</b>            Second graders respond to and analyze the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:</p>	<p>Second graders are expected to support reasons for preferences in personal artworks; 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 compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.</p>
<p><b>Example:</b></p> <p>Based on a current science lesson, Mr. Ramirez asks his students about the sense of touch and then presents Touch as a Big Idea. He then asks the students to feel the surface of their desk or table and asks a few students to describe that. Then he asks the Key Question, "What is your favorite thing to feel? Can you describe it?"</p> <p>For homework, Mr. Ramirez gives each of his students a plastic sack and tells them to bring back 5 common objects, each with a different texture.</p> <p>The next day students do rubbings of the objects with crayons. Students take turns showing their rubbings while other students guess what the object was. Students categorize objects by textures (e.g., rough, smooth, knobby, nappy, ridged, grainy) and other characteristics (e.g., human-made, natural). Then they each select one of their rubbings to incorporate in an original drawing or painting. Mr. Ramirez will also emphasize color in these final artworks as they discuss the color of the rubbing and extend it to shades and tint of that color. A final discussion will be for students to share why texture might be important in the world around them (give an example to start the discussion: rough pavement for traction on roads).</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	