

# Visual Arts Curriculum

## Second and Third Grade

By the end of Third Grade students will know the differences between materials, techniques, and process and describe how different materials, techniques and processes cause different responses. They will begin to explore and understand prospective content for works of art and select and use subject matter, symbols and ideas to communicate meaning. At this level, students will begin to identify specific works of art as belonging to particular cultures, times and places. They will identify connections between visual arts and other disciplines in the curriculum, as well as celebrate their heritage through art reflective of Catholic tradition.

**Archdiocese of Santa Fe Standard 1:        Students understand and apply a variety of art materials, techniques and processes.**

**NSAE Visual Arts Standard 1:        Understanding and applying media, techniques, and processes.**

### Critical for Mastery in Second and Third Grade

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students explore and demonstrate the differences between materials, techniques and processes.</b>		
1. Identify the media used in art: <ul style="list-style-type: none"> <li>• Drawing tools (crayon, marker, pencil, oil pastel, <i>soft pastel</i>, chalk, <i>template/stencil</i>, <i>straight edge</i>)</li> <li>• Paint (water color, tempera)</li> <li>• Paper (drawing, construction, <i>tracing</i>, <i>watercolor</i>)</li> <li>• Clay or dough (<i>modeling clay</i>, <i>air dry clay</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at artwork and use art vocabulary to describe the media used.</li> </ul>	

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<ul style="list-style-type: none"> <li>• Recyclable, natural and/or found objects</li> </ul>		
<p>2. Demonstrate techniques and processes:</p> <ul style="list-style-type: none"> <li>• Drawing (<i>drawing from memory</i>, guided drawing, drawing from observation, tracing)</li> <li>• Color mixing a variety of media</li> <li>• Painting (brush, resist, wash)</li> <li>• Collage (cutting, <i>tearing</i>, <i>folding</i>, pasting)</li> <li>• Clay (coils, ball, pinch, <i>attaching</i>)</li> <li>• Printmaking (stamping, rubbing, monoprint, gadget)</li> <li>• Fibers (weaving, <i>sewing</i>)</li> <li>• Sculpture (3-dimensional construction)</li> <li>• <i>Sketchbook</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students use different media and techniques to explore art.</li> <li>• Students use oil pastels with watercolors to demonstrate the insoluble qualities of oil pastels as they resist the colors.</li> <li>• Students use a sketchbook for practice drawing.</li> <li>• Teacher begins each class with warm-up. Students draw for five minutes in their sketchbooks.</li> <li>• Students use portfolios throughout the year to reflect, review and assess growth.</li> <li>• When printmaking, students make their own stamp with craft foam.</li> <li>• Students create a coil pot with earthen clay to use the techniques of ball, coil and attaching.</li> <li>• When working with watercolor and tempera paint, students demonstrate the transparent quality of watercolors as compared to the opaque quality of tempera paint.</li> <li>• Students use oil pastels with watercolors to demonstrate the insoluble qualities of oil pastels as they resist the watercolors.</li> </ul>	
<p><b>B. Students use different media, techniques and processes to communicate.</b></p>		
<p>1. Using the media, techniques and processes from A1 and A2, students will communicate:</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at <i>I and the Village</i> by Marc Chagall and make a drawing of their own world with oil pastels.</li> <li>• Students relate the experiences of Piet Mondrian in World War I and how it</li> </ul>	

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<ul style="list-style-type: none"> <li>• Experiences</li> <li>• Personal expression</li> <li>• Stories</li> <li>• Memories</li> <li>• Family</li> <li>• Catholic faith</li> <li>• <i>Cultural expression</i></li> </ul>	affected his artwork (from realism to abstractism).	
<b>C. Students use art materials and tools in a safe and responsible manner.</b>		
1. Students use age and grade level art materials and tools in a safe and responsible manner.	<ul style="list-style-type: none"> <li>• Teacher reviews the proper cleaning of brushes.</li> <li>• Students use hand pencil sharpeners responsibly when working with colored pencils, etc.</li> </ul>	

**Archdiocese of Santa Fe Standard 2: Students identify, understand and apply the elements of art and principles of design.**

**NSAE Standard 2: Using knowledge of structures and functions.**

**Critical for Mastery in Second and Third Grade**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students identify the elements of art and principles of design.</b>		
1. Students identify, name and define the elements of art. <ul style="list-style-type: none"> <li>• Space</li> <li>• Shape</li> <li>• Form</li> </ul>	<ul style="list-style-type: none"> <li>• Students use art vocabulary.</li> <li>• Students view examples with slides, PowerPoint, Prezi, and posters to look at works of art and find examples of the elements of art.</li> <li>• Students identify elements of art in photos</li> </ul>	

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<ul style="list-style-type: none"> <li>• Line</li> <li>• Color</li> <li>• Texture</li> <li>• Value</li> </ul>	<p>from Albuquerque’s Balloon Fiesta.</p> <ul style="list-style-type: none"> <li>• Students identify the elements of art in a broad variety of artists’ work.</li> <li>• Students identify the elements of art in the works of broad variety of abstract artists, (i.e., Mondrian, Sonia Delunay, etc.).</li> </ul>	
<p>2. Students identify, name and define the principles of design.</p> <ul style="list-style-type: none"> <li>• Pattern (rhythm/movement)</li> <li>• Variety and unity</li> <li>• Emphasis</li> <li>• Balance</li> <li>• Proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Students use art vocabulary.</li> <li>• Students view examples with slides, PowerPoint, Prezi, and posters to look at works of art and find examples of the principles of design, (i.e., Van Gogh’s (Sunflowers).</li> </ul>	
<p><b>B. Students understand and apply the elements of art.</b></p>		
<p>1. Space</p> <ul style="list-style-type: none"> <li>• Identify positive and negative space <ul style="list-style-type: none"> <li>○ Positive/negative</li> <li>○ Overlapping</li> <li>○ Fore, middle, background</li> <li>○ Proportion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to see negative space (Op Art).</li> <li>• Students create a landscape with mixed media. They begin with a drawing of a background with a horizon line and then add objects cut from paper working down the paper to the foreground. Finally they add details with a drawing material.</li> <li>• “Fall Leaves”—students use large stencils of leaf shapes and demonstrate (using chalk) to color the “outside” of the shape, highlighting the negative space in chalk.</li> <li>• Students make a Hot Air Balloon collage-drawing balloons of different sizes (fore, middle, and background)/overlapping and using color paper, wrapping paper to add detail to balloon design.</li> </ul>	
<p>2. Shape</p> <ul style="list-style-type: none"> <li>• Recognize a complex object is made</li> </ul>	<ul style="list-style-type: none"> <li>• Students practice breaking down an object to its basic shape. (Ed Emberly’s drawing</li> </ul>	

<p>of simple shapes</p> <ul style="list-style-type: none"> <li>○ Organic</li> <li>○ Geometric</li> <li>○ Complex shape</li> </ul>	<p>books show how to build objects in steps with basic shapes and is easy for young children to follow).</p> <ul style="list-style-type: none"> <li>● Students make a paper quilt using tangram shapes to make a recognizable shape or abstract shape (a motif to be repeated in order to produce a paper quilt).</li> </ul>	
<p>3. Form</p> <ul style="list-style-type: none"> <li>● Arrange forms in a composition <ul style="list-style-type: none"> <li>○ Three dimensional</li> <li>○ Width, height, depth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students create a paper sculpture from flat paper. They cut into a flat paper and then curl, fold and bend paper and glue to a second paper to make a 3D abstract sculpture.</li> <li>● Students make a mask—for example, a skull mask for El Dia de Los Muertos (with found objects attached as well as drawn designs).</li> <li>● Students create a clay pinch pot, applying coils to top of pot to increase height.</li> </ul>	
<p>4. Line</p> <ul style="list-style-type: none"> <li>● Direction and quality</li> <li>● Know and draw a variety of lines <ul style="list-style-type: none"> <li>○ Horizon line</li> <li>○ Parallel</li> <li>○ Perpendicular</li> <li>○ Outline</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use white glue on black paper to draw an outline of an image. When glue dries they use soft pastels to add color.</li> <li>● Students create horizon line with a road narrowing to the vanishing point.</li> <li>● Students study the works of Mondrian and lines used in his abstract works.</li> <li>● Students create animal line drawing (an outline) using crayon or oil pastel, chalk in order to obtain a variety of line thicknesses, qualities (use photos for inspiration).</li> </ul>	
<p>5. Color</p> <ul style="list-style-type: none"> <li>● Use color wheel, color mixing <ul style="list-style-type: none"> <li>○ Primary</li> <li>○ Secondary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use art vocabulary.</li> <li>● Students demonstrate double loading – the process of dipping a brush in one color</li> </ul>	

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<ul style="list-style-type: none"> <li>○ Neutral</li> <li>○ Warm/Cool</li> </ul>	<p>and then another to create blended colors. (Suggested artist-Sonia Delunay— abstract artist that used many geometric and organic shapes, but explored color).</p> <ul style="list-style-type: none"> <li>● Students create a Tole painting</li> <li>● Students create a color wheel collage— basic color wheel. Students cut out found images and glue to parts of corresponding parts of color wheel.</li> </ul>	
<p>6. Texture</p> <ul style="list-style-type: none"> <li>● Use and apply texture using a variety of media <ul style="list-style-type: none"> <li>○ Actual</li> <li>○ Applied</li> <li>○ Rubbings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use small pieces of newsprint and crayons with the paper covering removed. They go on a texture hunt to find surfaces to place the paper and rub the side of the crayon to create a texture. They then use the textured paper to make a collage.</li> <li>● Students make sand and glue paintings.</li> <li>● Students create texture rubbings that could be used in a variety of ways.</li> <li>● Students create a collage (make rubbings and cut out shapes and collage into a work).</li> <li>● Students create a drawing such as a landscape and use texture under paper to color.</li> </ul>	
<p>7. Value</p> <ul style="list-style-type: none"> <li>● Recognize a value scale <ul style="list-style-type: none"> <li>○ Scale</li> <li>○ Contrast</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students use the double loading technique and black paper to paint a flower garden. They use bright paint colors that will stand out on the black paper and create a contrast.</li> <li>● Students choose a color and begin by painting with paint only, then adding a few drops of water to paint, each time diluting the paint. The scale can be a row of rectangles, but teacher can be creative</li> </ul>	

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	with the shape (as long as all shapes are consistent and same size).	
<b>C. Students understand and apply the principles of design.</b>		
<p>1. Pattern (rhythm/movement)</p> <ul style="list-style-type: none"> <li>• Recognize and create pattern <ul style="list-style-type: none"> <li>○ Repeating and alternating patterns <i>using a combination of elements</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students use colored glue to draw lines across white paper. When the glue dries they use colored markers to draw patterns in the shapes made when the lines crossed. (To make colored glue mix Elmer’s Glue All with food coloring).</li> <li>• Students explore the Mondrian study—look at “Broadway Boogie”—reflects the movement and rhythm of the lights of Broadway in New York City.</li> <li>• Students create a basic yarn weaving-rectangle shape using basic cardboard form.</li> </ul>	
<p>2. Variety and Unity</p> <ul style="list-style-type: none"> <li>• Recognize and create variety and unity <ul style="list-style-type: none"> <li>○ Recognize same and different</li> <li>○ Identify things that go together</li> <li>○ <i>Bring parts together into a whole</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students draw things that go together.</li> <li>• Students identify variety and unity on works of art.</li> <li>• Students develop a torn paper collage of a vase of flowers.</li> <li>• Students take a large drawing/poster and cut into “puzzle” pieces—reassemble into a collage, leaving negative spaces and some overlapping so that the separate pieces can be seen and the whole picture recognized simultaneously.</li> </ul>	
<p>3. Emphasis</p> <ul style="list-style-type: none"> <li>• Recognize and create emphasis <ul style="list-style-type: none"> <li>○ Identify center of interest/focal point</li> <li>○ Use size, color and <i>placement</i> to create emphasis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students draw a dream and use color, size and placement to bring emphasis to parts of the dream.</li> <li>• Embroidery design-students draw on fabric with permanent markers. Students choose a center of interest and begin to embroider on those lines—not all lines are</li> </ul>	

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	embroidered, only those in places to create a focal point. Thread color is chosen to contrast with the drawn line. (Can be a wall hanging, pillow, etc.).	
<p>4. Balance</p> <ul style="list-style-type: none"> <li>• Recognize and create balance <ul style="list-style-type: none"> <li>○ Recognize symmetry and <i>asymmetry</i></li> <li>○ Create simple symmetry <i>using size and color</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students create paper mask maintaining symmetry with color and size. Students make two shapes that are the same by folding paper in half and cutting the shape through both papers.</li> <li>• Students identify traditional Hawaiian quilt designs (radial symmetry and well as high contrast). Paper quilts can be produced using paper cutting technique of a “snow flake” in light color and applied to dark paper back.</li> </ul>	
<p>5. Proportion</p> <ul style="list-style-type: none"> <li>• Recognize and create proportion <ul style="list-style-type: none"> <li>○ Large, <i>medium</i>, small</li> <li>○ Placement of facial features and body parts</li> <li>○ <i>Use proportion to show distance (space)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When making a layered landscape, students pick one object, i.e., a tree and make it in three sizes and place in landscape from large to small to show distance.</li> <li>• Students draw portraits.</li> <li>• Students draw self-portraits.</li> <li>• Students engage in mask making, puppet making, etc.</li> </ul>	

**Archdiocese of Santa Fe Standard 3:        Students communicate through the creative process.**

**NSAE Standard 3:        Choosing and evaluating a range of subject matter, symbols, and ideas.**

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### Critical for Mastery in Second and Third Grade

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students identify and describe content, and ideas in works of art.</b>		
1. Look at works of art and describe what they see.	<ul style="list-style-type: none"> <li>• Students look at the work of the Expressionist Franz Marc and describe what they see.</li> </ul>	
2. Make connections between what they see and meaning, i.e.: <ul style="list-style-type: none"> <li>• Personal</li> <li>• Community</li> <li>• Cultural</li> <li>• Catholic Tradition</li> </ul>	<ul style="list-style-type: none"> <li>• When looking at Expressionist work students discuss their personal feelings about the work.</li> <li>• Students create a rosary in some of its forms (decade rosary, rosary bracelets, etc.) and understand how different materials have been used, but do not changing its function or meaning.</li> </ul>	
<b>B. Students apply content and ideas to communicate through art.</b>		
1. Create artworks that express personal ideas and experiences/connections.	<ul style="list-style-type: none"> <li>• Students draw or paint and animal inspired by Expressionism.</li> </ul>	
2. Plan and develop ideas in the creation of their own artwork.	<ul style="list-style-type: none"> <li>• Students use sketchbooks to plan the drawing and colors of the animal and background.</li> </ul>	
3. Develop problem-solving skills in the creation of artwork.	<ul style="list-style-type: none"> <li>• Students create an Expressionist image of an animal and background (#1 and #2) and realize the background should have no realistic colors, i.e., no green trees, etc.</li> </ul>	

**Archdiocese of Santa Fe Standard 4: Students explore the visual arts in relation to history, cultures and Catholic tradition.**

**NSAE Standard 4: Understanding the visual arts in relation to history and cultures.**

**Critical for Mastery in Second and Third Grade**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students explore the relationship between history and culture in the visual arts.</b>	<i>Teachers integrate Common Core Standards</i>	
1. Explore particular artists and their styles.	<ul style="list-style-type: none"> <li>Students view and discuss the work of Georgia O’Keefe.</li> <li>Students draw from still life-sunflowers in a vase –inspired by Vincent Van Gogh’s “Sunflowers.”</li> </ul>	
2. Explore works of art particular to celebrations and holidays.	<ul style="list-style-type: none"> <li>Students view and discuss the works related to Dios de Los Muertos.</li> </ul>	
3. Explore representational, abstract and non-representational works of art.	<ul style="list-style-type: none"> <li>Students view and discuss the works of Wassily Kandinsky, Paul Klee, Mark Rothko, Jackson Pollock, etc.</li> </ul>	
<b>B. Students identify specific works of art as belonging to various periods, styles and cultures.</b>		
1. Identify and describe particular artists and their styles.	<ul style="list-style-type: none"> <li>Students look closely at the work of Georgia O’Keefe and can name and describe the qualities of her work that define her.</li> </ul>	
2. Identify and describe works of art particular to celebrations and holidays.	<ul style="list-style-type: none"> <li>Students look closely at art from Dios de Los Muertos and can name what defines the artwork.</li> </ul>	
3. Identify and describe art styles i.e., <ul style="list-style-type: none"> <li>Representational</li> </ul>	<ul style="list-style-type: none"> <li>Students use art vocabulary.</li> </ul>	

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<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Non-representational</li> <li>• Impressionism</li> </ul>	<ul style="list-style-type: none"> <li>• Students view images and discuss the differences between the various styles of art.</li> </ul>	
<b>C. Students create works of art that demonstrate a variety of periods, styles and cultures.</b>		
1. Create works of art representing particular artists and their styles.	<ul style="list-style-type: none"> <li>• Students create a painting of a flower zoomed in or close up. (Georgia O’Keefe)</li> </ul>	
2. Create works of art particular to celebrations and holidays.	<ul style="list-style-type: none"> <li>• Students create images that include the skeleton or skull from Dios de los Muertos.</li> <li>• Students create El Dia de Los Muertos –a standing mat board honoring a particular saint decorated with found objects and recycled materials.</li> </ul>	
3. Create works of art emulating a variety of styles, i.e., <ul style="list-style-type: none"> <li>• Representational</li> <li>• Abstract</li> <li>• Non-representational</li> <li>• Impressionism.</li> </ul>	<ul style="list-style-type: none"> <li>• Students paint fields of color inspired by Mark Rothko.</li> <li>• Students listen to music and create a mixed media art piece inspired by Wassily Kandinsky.</li> <li>• Students paint an image in squares inspired by Paul Klee.</li> <li>• Students create a painted paper collage inspired by work of author/illustrator Eric Carle—can be animals, extended to backgrounds, etc.</li> </ul>	
<b>D. Students create works of art inspired by Catholic identity, tradition and culture to contribute to the community of faith.</b>		
1. Explore, identify and use signs and symbols of the Catholic faith in works of art.	<ul style="list-style-type: none"> <li>• Students look at the work of Charlie Carillo, a New Mexico retablo artist, and identify his use of signs and symbols in his paintings of saints.</li> <li>• Students draw Our Lady of Guadalupe-</li> </ul>	

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	<p>paying close attention to details particular to the image (i.e., sun behind her, downcast eyes, skin color, etc.).</p>	
<p>2. Explore, identify and create works of art relating to saints and sacraments.</p>	<ul style="list-style-type: none"> <li>• Students identify particular saints by the symbols and objects in the retablo paintings.</li> <li>• Students use symbols particular to the Eucharist in art (e.g., chalice, grapes, grapevine, bread, wheat, etc.).</li> </ul>	
<p>3. Create works of art that reflect Catholic heritage, tradition and culture i.e.,</p> <ul style="list-style-type: none"> <li>• Signs and symbols</li> <li>• Saints</li> <li>• Sacraments</li> <li>• Children of God</li> </ul>	<ul style="list-style-type: none"> <li>• Students paint an image of a saint paying particular attention to the symbols used to define them.</li> <li>• Students use Illumination—for primary level. An “ABC Book form” (A is for apostle, for example). Students can use stencils, stamps or draw the lettering to resemble calligraphy. The written sentence is illustrated using symbols and inspired by Celtic calligraphy traditions.</li> </ul>	
<p><b>E. Students develop relationships between the visual arts and their communities (parish, local, global).</b></p>		
<p>1. Identify art found in their home, school, neighborhood, church and local community.</p>	<ul style="list-style-type: none"> <li>• Students look at the work of Charlie Carillo, a New Mexico retablo artist, and identify his use of signs and symbols in his paintings of saints.</li> </ul>	
<p>2. Demonstrate awareness of the origin of art materials and the need to conserve resources.</p>	<ul style="list-style-type: none"> <li>• Students discuss natural and recyclable materials used in painting a retablo.</li> </ul>	
<p>3. Exhibit works of art at school.</p>	<ul style="list-style-type: none"> <li>• Students participate in a school-wide art show.</li> </ul>	
<p>4. Incorporate art into service projects.</p>	<ul style="list-style-type: none"> <li>• Students create cards to send to servicemen/women or the elderly.</li> </ul>	

**Archdiocese of Santa Fe Standard 5: Students observe, reflect upon and critique works of art.**

**NSAE Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.**

**Critical for Mastery in Second and Third Grade**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students observe, discuss, reflect upon, and critique own artwork and works of others.</b>		
1. Look closely at works of art and discuss what they see.	<ul style="list-style-type: none"> <li>Students display art in the classroom or in visual presentations and discuss what they see.</li> </ul>	
2. Use appropriate art vocabulary.	<ul style="list-style-type: none"> <li>When looking at art, students are encouraged to use art terms in their descriptions, i.e., primary colors, horizon line, contrast, emphasis, etc.</li> </ul>	
3. Explore their personal response to works of art.		
a. Develop pride and confidence in their own work	<ul style="list-style-type: none"> <li>After students draw for five minutes in their sketchbook, teacher asks if they would like to share what they drew.</li> </ul>	
b. Develop and/or identify and express thoughts, beliefs, feelings, values, and meanings in works of art	<ul style="list-style-type: none"> <li>When looking at works of art, ask students how the various works of art make them feel or what the meaning of the work might be. (There are no wrong answers. Students are only giving their opinion).</li> </ul>	
c. Analyze, interpret and express preferences using the characteristics, merits and meanings of works of art.	<ul style="list-style-type: none"> <li>When looking at works of art, ask students to find elements and/or principles of art. Discuss how the characteristics of the image add to its meaning.</li> </ul>	

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**Archdiocese of Santa Fe Standard 6: Students integrate visual arts across the curriculum.**

**NSAE Standard 6: Making connections between visual arts and other disciplines.**

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<b>A. Students make connections between the visual arts and other fine arts disciplines.</b> <i>(Art teachers are encouraged to consult and dialogue with classroom and other fine arts teachers).</i>	<i>Teachers integrate Common Core Standards</i>	
1. Expand connections between the visual arts and other fine arts: <ul style="list-style-type: none"> <li>• Music</li> <li>• Dance (Movement)</li> <li>• Drama (Theater)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss the work of Wassily Kandinsky and how his work is a reflection of music.</li> </ul>	
<b>B. Students make connections between the visual arts and other academic disciplines.</b> <i>(Art teachers are encouraged to collaborate with classroom teachers.)</i>	<i>Teachers integrate Common Core Standards</i>	
1. Express connections between the visual arts and other academic disciplines.	<ul style="list-style-type: none"> <li>• When discussing artists styles, students connect the history of that period in time.</li> </ul>	

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