

# Visual Arts

G R A D E 2

As a result of this course, students will be able to...

\* denotes art once a week

**GOAL 25** *Know the language of the arts.***STANDARD A****Understand the sensory elements, organizational principals, and expressive qualities of the arts.****LINES**

- \_\_\_ Distinguish between continuous and broken lines in a given artwork (e.g., Jackson Pollack).\*
- \_\_\_ Describe action lines.\*
- \_\_\_ Recognize lines that show feeling (e.g., vertical to calm, zig-zag/curved to active).\*

**FORMS/SHAPES/SPACE**

- \_\_\_ Give examples of organic (free-form, natural) and person-made shapes in the visual environment.\*
- \_\_\_ Differentiate geometric shapes and forms (e.g., triangle/pyramid, square/cube, circle/sphere).\*
- \_\_\_ Use shapes to make forms (e.g., triangle in a gable of a house, oval in a face).\*
- \_\_\_ Recognize overlapping shapes create the illusion of space in 2-D artworks.

**COLOR/VALUE**

- \_\_\_ Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks).\*
- \_\_\_ Recognize the difference between warm and cool colors.\*
- \_\_\_ Recognize light (tints) and dark (shades) values in mixing paint and in artworks.\*
- \_\_\_ Identify harmonious colors (analogous).

**TEXTURE/RHYTHMS/PATTERNS/MOVEMENT**

- \_\_\_ Classify tactile texture and visual texture.\*
- \_\_\_ Describe tactile textures in fiber arts (e.g., masks, weavings).\*
- \_\_\_ Compare repeating patterns to create visual rhythms, or patterns.\*
- \_\_\_ Identify objects in nature having rhythm or patterns.
- \_\_\_ Distinguish among foreground, middle ground, and background.\*
- \_\_\_ Identify the horizon line in a given artwork.\*
- \_\_\_ Describe symmetrical and asymmetrical balance.\*
- \_\_\_ Recognize the mood or emotion in two or more artworks with the same subject (e.g., dragons, cats, weather, ocean).\*
- \_\_\_ Classify a group of artworks according to subject (e.g., portrait, landscape, still life).\*

**STANDARD B****Understand the similarities, distinctions in and among the arts.**

- \_\_\_ Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea.\*
- \_\_\_ Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).\*

**GOAL 26** *Through creating and performing, understand how works of art are produced.***STANDARD A****Understand processes, traditional tools, and modern technologies used in the arts.**

- \_\_\_ Match the material, tools, and processes used in painting, drawing, and constructing.\*
- \_\_\_ Compare the use of 2-D and 3-D tools and materials in creating artworks.
- \_\_\_ Explain how to use and care for art making tools and media when creating 2-D or 3-D work.\*
- \_\_\_ Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work.\*
- \_\_\_ Identify photos, paintings, fiber arts, prints, ceramics, and sculpture.\*

**STANDARD B****Apply skills and knowledge necessary to create and perform in one or more of the arts.**

- \_\_\_ Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figures, landscape, still life).\*
- \_\_\_ Create a composition expressing a personal idea from observation, research, or imagination.\*
- \_\_\_ Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials (e.g., found objects, clay, papier maché).\*
- \_\_\_ Make a unified sculpture using harmony and variety.
- \_\_\_ Incise to make a print.\*
- \_\_\_ Make a geometric pattern to create rhythm.
- \_\_\_ Make a collage with a variety of lines, shapes, colors, and textures.\*
- \_\_\_ Make a weaving.\*
- \_\_\_ Create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement).\*
- \_\_\_ Practice using harmony and variety in artworks.\*
- \_\_\_ Create variety in an artwork by using contrast in colors and shapes.\*
- \_\_\_ Use harmony to unify an artwork.

**GOAL 27*****Understand the role of the arts in civilizations, past and present.*****STANDARD A****Analyze how the arts function in history, society, and everyday life.**

- \_\_\_ Distinguish between appropriate and inappropriate gallery/critique behavior.\*
- \_\_\_ React to artworks in a respectful, constructive and supportive manner.\*
- \_\_\_ Match the types of occupations with their art form (e.g., designer, architect, illustrator).\*
- \_\_\_ Compare ways the arts are used in a celebration (e.g., masks, costumes, banners).
- \_\_\_ List the things that artists make or do when they communicate through the arts (e.g., pictures, advertisements, buildings).\*
- \_\_\_ Point out ways the arts are used for personal time and enrichment (e.g., exhibits, lessons, plays).

**STANDARD B****Understand how the arts shape and reflect history, society, and everyday life.**

- \_\_\_ Identify cultural characteristics of a work of art.\*
- \_\_\_ Describe how artworks inform viewers about people and events from history.\*
- \_\_\_ Name significant artists.