

Visual Arts

GRADE 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 P. 12

- ___ Distinguish between continuous and broken lines in a given artwork (e.g., Jackson Pollack). * Pp. 16 – 17
- ___ Describe action lines. * P. 20
- ___ Recognize lines that show feeling (e.g., vertical to calm, zig-zag/curved to active). * P. 18

FORMS/SHAPES/SPACE Pp. 12, 30

- ___ Give examples of organic (free-form, natural) and person-made shapes in the visual environment. * Pp. 32, 24
- ___ Differentiate geometric shapes and forms (e.g., triangle/pyramid, square/cube, circle/sphere). * Pp. 32, 33
- ___ Use shapes to make forms (e.g., triangle in a gable of a house, oval in a face). * Pp. 33
- ___ Recognize overlapping shapes create the illusion of space in 2-D artworks. Pp. 38, 40

COLOR/VALUE P. 48

- ___ Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks). * P. 52
- ___ Recognize the difference between warm and cool colors. * Pp. 58 – 61
- ___ Recognize light (tints) and dark (shades) values in mixing paint and in artworks. * Pp. 52 – 57
- ___ Identify harmonious colors (analogous). Pp. 110 – 111

TEXTURE/RHYTHMS/PATTERNS/MOVEMENT Pp. 66

- ___ Classify tactile texture and visual texture. * Pp. 92 – 93
- ___ Describe tactile textures in fiber arts (e.g., masks, weavings). * Pp. 94 – 97
- ___ Compare repeating patterns to create visual rhythms, or patterns. * Pp. 72 – 75
- ___ Identify objects in nature having rhythm or patterns. Pp. 76 - 77
- ___ Distinguish among foreground, middle ground, and background. * Pp. 60, 68
- ___ Identify the horizon line in a given artwork. * P. 144
- ___ Describe symmetrical and asymmetrical balance. * Pp. 86 – 91
- ___ 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). * Pp. 144 - 147

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. * Pp. 80A – 81, 62A – 63, 98A – 99
- ___ 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). * Pp. 80A – 81, 62A – 63, 98A – 99

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. * Pp. 120 – 131
- ___ 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. * Pp. 120 - 131
- ___ Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work. * Pp. 120 – 131
- ___ Identify photos, paintings, fiber arts, prints, ceramics, and sculpture. * Pp. 154 – 159

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. Pp. 112 – 113
- ___ 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. * Pp. 102 – 107
- ___ Create variety in an artwork by using contrast in colors and shapes. * Pp. 108 – 109
- ___ Use harmony to unify an artwork. Pp. 112 – 113

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). * Pp. 47, 83, 119
- ___ 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). Pp. 65, 101

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

- ___ Identify cultural characteristics of a work of art. * Pp. 140 – 143
- ___ Describe how artworks inform viewers about people and events from history. * Pp. 132 – 139, 146
- ___ Name significant artists.