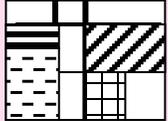
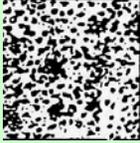
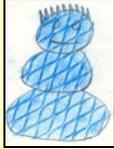


2nd Grade visual art

USOE Fine Arts Rainbow Chart

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Previously Mastered Grade Level Skills	Elements of Art with Definitions	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<ul style="list-style-type: none"> Adept at using pencil/pens, scissors, glue and rulers Able to closely group objects or have them touch Able to angle line to make diagonals Utilize ruler to make designs Capable of repeating organic patterns Proficient at lining objects in a row 	<p>Line design: repeating <i>organic lines</i> (spirals, branching, drops, coils, meanders, starbursts & amoebas) and <i>geometric</i> straight lines or lines that sharply change direction (straight, diagonal, zigzagging)</p> <p>Characteristics of Line: line that has variety (solid-broken, curved-straight, thick-thin)</p> <p>Repetition: The repeating of objects to create patterns</p>	<p>Label, list, name, define, relate, recall and use art making tools</p> <p>Identify different characteristics of line.</p> <p>Begin experimenting with organic line show contrast and variety.</p>  <p>E.g. children's book: <i>When a Line Bends a Shape Begins</i> by Rhonda Gowler Greene</p> <p>E.g. instruction book: <i>Drawing with Children</i> by Mona Brooks, ISBN 0-87477-8271-1</p>	<p>Discover, look at, investigate, experience and form ideas</p> <p>Combine organic and geometric line to create simple repetitive patterns.</p>  <p>Combine different line designs to make complex patterns.</p>  <p>Recognize and share examples of line repetition in man-made environment and ecosystems.</p>	<p>Apply, construct, demonstrate, illustrate, evaluate and practice</p> <p>Draw the basic outline of an object. Fill in the object's outline with unique combinations of repetitive organic and geometric line patterns.</p> <p> Student Sample</p> <p>E.g. <i>Entertaining Favorite Ladies II</i> by Jeanne Clarke (poster and free postcard provided by The Springville Museum of Art) www.smofa.org 801 489-2727 E.g. USOE website www.schools.utah.gov</p>	<p>Compare, contrast, distinguish, examine and incorporate</p> <p>Find line design patterns in artwork and in environment.</p>  <p>E.g. www.google.com Image: <i>Spiral Jetty</i> by Robert Smithson (a jetty in the Great Salt Lake, Utah)</p> <p>Incorporate the joy of writing with line by creating a sentence about something you love, express that feeling with line.</p>	<p>Study, explore, seek, be creative, imagine and produce</p> <p>Research and create a variety of facial expressions using line in cartooning.</p>  <p>E.g. <i>Picasso Makes Faces</i> DVD from USOE call Joy-Lyn Gunnell 801-538-7636 or www.clearvue.com</p> <p>E.g. www.google.com Pictures in book: <i>Mr. Grumpy's Outing</i> by John Burningham</p> <p>E.g. <i>Drawing Book of Faces</i> by Ed Emberley</p>	<p>Show skill mastery for grade level, give opinions, support others, and show art</p> <p>Create a group mural using a variety of line pattern.</p>  <p>Give a title to your artwork.</p> <p>Critique works of art expressing likes and dislikes.</p> <p>Write stories, Illustrate ideas using a variety of geometric and organic lines.</p>
<ul style="list-style-type: none"> Understand all objects consist of shapes Recognize and make the 3 basic geometric shapes Capable of identifying & making organic shapes Able to overlap shapes Ruler savvy 	<p>Geometric shapes: Circles, squares, rectangles and triangles; mathematical in proportion</p>  <p>Organic shapes: uneven shapes found in nature (spirals, meanders, branching, helicoids)</p>	<p>Identify and name geometric shapes in the classroom.</p> <p>Experience cutting out geometric shapes with scissors.</p> <p>Use a protractor, compass and/or ruler to make patterns.</p> <p>E.g. <i>Pictures in Rosie's Walk</i> by Pat Hutchins</p>	<p>Combine geometric shapes to create more complex new ones.</p> <p>Design cars, building and animals.</p> <p> Student Sample</p> <p>E.g. A poster book of animal faces: <i>Eye See You</i> ISBN # 13:978-1-58017-848-8 www.storey.com</p>	<p>Show overlapping and depth by cutting out geometric shapes, paste them all together in a collage.</p> <p>Make a variety of geometric and organic shapes in clay.</p> <p>E.g. Henri Matisse: <i>Pattern & Paper</i> DVD from USOE (call Joy-Lyn Gunnell, 801 538-7636)</p>	<p>Examine and discuss the use of geometric and organic shapes in art masterpieces, industry, and other cultures.</p> <p>Draw favorite animation characters using basic shapes</p> 	<p>Examine the alphabet; choose favorite letters to trace in repeating shapes in a painting.</p>  <p>E.g. Utah State Office of Education website www.schools.utah.gov</p>	<p>Demonstrate understanding of self-expressionism by creating geo. paintings using your imagination.</p>  <p>E.g. <i>Chelsea VI</i> by Donald P. Olsen (poster available through the Springville Museum of Art) www.smofa.org Participate in an art show</p>

Previously Mastered Grade Level Skills	Elements of Art with Definitions	Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
<ul style="list-style-type: none"> Understand that all objects have texture Recognize smooth and rough textures 	<p>Texture: the surface traits of objects experienced mainly by touch</p> <p>Art Criticism: Using artist's images, biographies or any artistic periods to teach how to look at art, what to look for and how to talk about it; promoting perceptual discrimination and judgment</p>	<p>Label, list, name, define, relate, recall and use art making tools</p> <p>Locate typical textures in the classroom and environment then name and label them.</p> <p>Choose the roughest textures to make "rubbings." E.g. Student examples of "rubbed" textures: http://www.yellow-springs.k12.oh.us/ys-mls/texture_rubbings.htm</p>	<p>Discover, look at, investigate, experience and form ideas</p> <p>Make unique texture "rubbings" from environment.</p> <p>Share ideas on how to duplicate textures that can't be rubbed.</p>  <p>E.g. grass, water, clouds</p>	<p>Apply, construct, demonstrate, illustrate, evaluate and practice</p> <p>Repeat line, dots and shapes to mimic the texture rubbings.</p>  <p>Find things from nature; stamp impressions into clay.</p> <p>E.g. Book on texture: <i>Have You Seen My Cat?</i> by Eric Carle</p>	<p>Compare, contrast, distinguish, examine and incorporate</p> <p>Examine how textures are made by wind, water and impressions in natural surfaces.</p> <p>Create a contour line drawing with interior structural lines using thick dark maker, then select areas to fill with texture rubbings.</p> 	<p>Study, explore, seek, be creative, imagine and produce</p> <p>Study how artists use texture to give the illusion of depth. E.g. www.google.com Image: <i>Stone City Iowa</i> by Grant Wood</p> <p>Apply more texture in the foreground and less in the background.</p> 	<p>Show skill mastery for grade level, give opinions, support others, and show art</p> <p>Find natural and man-made objects with texture to press into clay or dip into paint for stamping on paper.</p> <p>Critique or make judgments on which objects made the "coolest" textures, explain why. E.g. leaves, twigs, flowers, fork, <i>Wash Day in Brigham City</i> by Calvin Fletcher (print available through the Springville) www.smofa.org 801 489-2727</p>
<ul style="list-style-type: none"> Identify colors on the color wheel Understand which colors are warm and cool Understand how to mix primary colors producing secondary colors Can mix secondary colors Understand the term contrasting colors 	<p>Color Wheel: <i>Primary colors:</i> red, yellow and blue <i>Secondary colors:</i> two primary colors mixed together (yellow and blue make green)</p>  <p><i>Warm colors:</i> red, orange, yellow associated with fire <i>Cool colors:</i> blue, green, violet associated with water <i>Neutral colors:</i> black, white, grey and brown</p> <p>Emphasis area: creating a main center of interest by using contrasting or opposite colors</p>	<p>Describe the concept of warm and cool colors.</p> <p>List and identify neutrals use neutrals to darken or lighten colors.</p> <p>E.g. neutrals: black, white, gray, brown</p> <p>Experiment with adding neutrals to other colors.</p> <p>Color Theory Information: http://en.wikipedia.org/wiki/color_theory</p> <p>Utah Art Council Grants: http://arts.utah.gov/funding/arts_education_grant/step_2/step_3/schools.html</p>	<p>Discover making secondary colors by mixing the primary color together either using play dough or paint.</p> <p>Examine works of art to discover how primary and secondary colors and neutrals can communicate spatial ideas.</p> <p>E.g. SWAP Statewide Art Partnership's "Art Talks" and "Evening for Educators" contact the Springville Museum of Art (801) 489-2727</p> <p>Free postcards from Utah artists: E.g. available through SWAP (801) 489-2727</p>	<p>Use a protractor and/or ruler to make interesting abstract patterns. Overlap shapes to create a design. Use secondary colors to fill in design.</p>  <p>E.g. www.google.com Images: artwork by Artist Frank Stella</p> <p>E.g. 91 Artists by Leon Jones (order through the State Office of Education USOE (801) 538-7793 www.schools.utah.gov)</p>	<p>Discuss, and produce a written statement that compares how different colors affect mood.</p> <p>Choose colors that represent your family, house, bedroom or favorite food.</p> <p>E.g. Free video and media from UEN www.uen.org (Go to Quick links > videos & media > e media > catalogs > fine arts)</p> <p>E.g. <i>Youthful Games or Farm Boy, with Brown Cap</i> by Gary Ernest Smith (poster and free postcard provided by The Springville Museum of Art) SMA www.smofa.org 801 489-2727</p>	<p>Study how other artists make one place in their pictures more important than the others areas.</p>  <p>Apply contrasting colors to create an emphasis area in a painting using paint or colored construction paper.</p> <p>E.g. Google: <i>Two Sisters</i> by Pierre-Auguste Renoir or <i>Head of Man</i> by Paul Klee; print available through Shorewood Reproductions, 129 Glover Ave., Norwalk, CT 06850 (800) 494-3824, or Crystal Reproductions</p>	<p>Color a landscape with the sky extending all the way down to the mountains or objects.</p> <p>Give a title to own artwork and talk about its meaning with another person.</p> <p>Students evaluate art and collect artwork for a portfolio of best works.</p> <p>100% grants for kids: www.ulcu.com/ucuef/main.asp</p> 