

Elements of Visual Arts: Grade 2	
COLOR	<p>Produce and use—in various artworks and using a variety of media—the following:</p> <ul style="list-style-type: none"> primary colors (yellow, red, blue) secondary colors (orange, green, purple/violet); created by mixing primary colors (yellow + red = orange) warm colors (yellow, orange, red) and cool colors (blue, green, violet)
LINE	<p>Portray the following features and functions of line:</p> <ul style="list-style-type: none"> direction expression/emotion movement shape textures patterns imaginative drawing observations/realistic drawing
SHAPE	<p>Produce shapes in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> geometric shapes organic shapes free-form shapes positive and negative shapes
TEXTURE	<p>Produce a variety of textures in various environments, in works of two- and three-dimensional art, and in a variety of media to demonstrate and portray visual/implied texture and actual texture. Differentiate between visual/implied and actual texture.</p>
VALUE	<p>Produce a range of three values in various environments and works of art in a variety of media; including:</p> <ul style="list-style-type: none"> a black-to-white scale a one-color value scale two- and three- dimensional artworks that incorporate three levels of value.
SPACE	<p>Use the element of space and spatial devices in various environments, in works of two- and three- dimensional art, and in a variety of media to demonstrate/portray the following:</p> <ul style="list-style-type: none"> baseline over/under above/below beside behind/in front foreground middle ground background overlap size placement on a page
FORM	<p>Produce forms in a variety of styles, artworks, and media to demonstrate the following:</p> <ul style="list-style-type: none"> geometric forms organic forms free-form forms positive and negative forms

Source: Washington State Office of Superintendent of Public Instruction (OSPI)



Visual Arts Instruction	Interdisciplinary Skills & Attributes
<p>Explicit visual arts instruction supports a young artist's development. You might prefer to follow the same step-by-step approach presented in the art docent lessons or you can choose to implement the lessons in a way that suits the needs and skill level of the students in the classroom.</p> <p>Common Characteristics of Grade 2 Artists:</p> <ul style="list-style-type: none"> • Bring a bounty of energy to the art classroom • Enjoy experimenting with art mediums and techniques • May still struggle with basic cutting skills • Understand how to use tempera paint to create texture • Can paint long strokes • Know how to mix paint to make tints • Are proficient with watercolor paint techniques, such as resist and wet-on-dry • Know how to mix secondary paint colors from primary • Draw from observation • Can create their own unique art from directed-line instructions • Demonstrate pride in their artistic efforts and enjoy chatting about their artwork 	<p>Visual arts sessions naturally lend themselves to opportunities for students to demonstrate LWSD's Interdisciplinary Skills & Attributes (ISAs). Below are some examples of ways these ISAs may be evident during art lessons.</p> <ol style="list-style-type: none"> 1. Participates in class discussions: asks questions and shares ideas about mentor artists 2. Demonstrates effort: perseveres through challenging tasks or when acquiring new art skills 3. Follows school rules: demonstrates care and responsibility when using art supplies, such as paint brushes and scissors 4. Respects others: builds the art confidence of peers by showing empathy and support 5. Cooperates and shares responsibility in a group: shares art materials, such as paints or glue, with a partner or table group 6. Completes work on time: uses time wisely to finish an art project 7. Follows directions and is attentive: follows steps on the video or teacher instructions 8. Organizes work space and materials: returns materials to their proper location during clean-up

