



ART

WORKBOOK

2ND GRADE

NAME: _____

2020-2021



Welcome!

This is your art workbook for the 2020-2021 school year!

In this workbook, we will be practicing skills used in larger in-class projects.

K-6 Art Specialists

SKILLS CHECKLIST

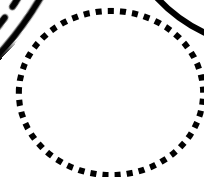
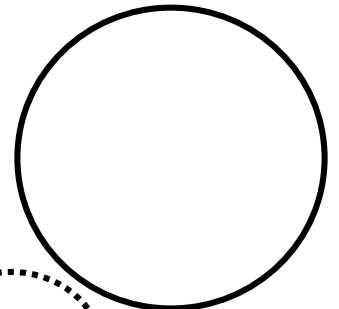
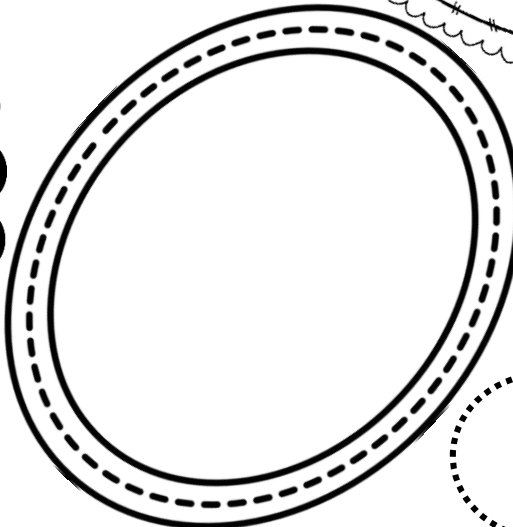
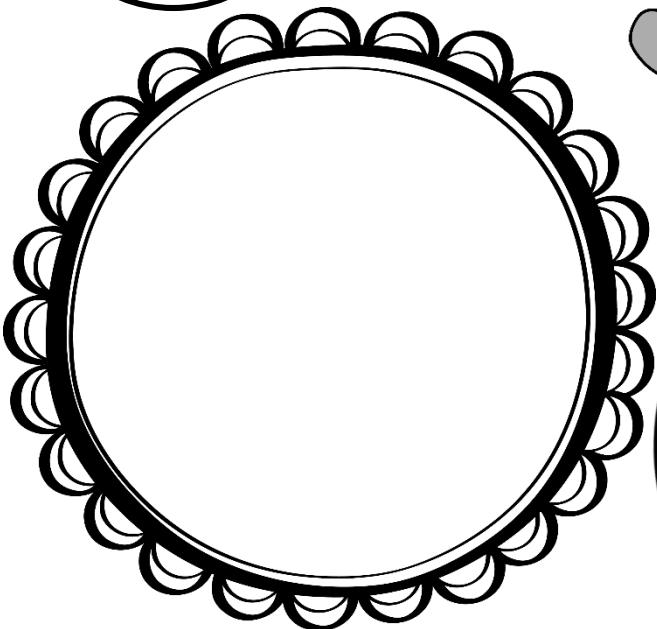
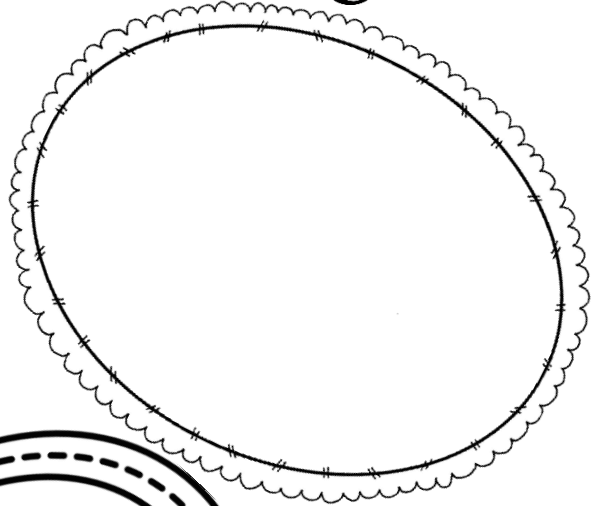
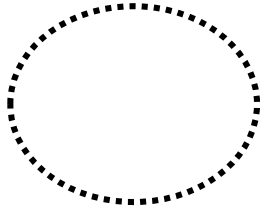
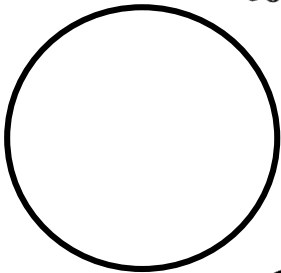
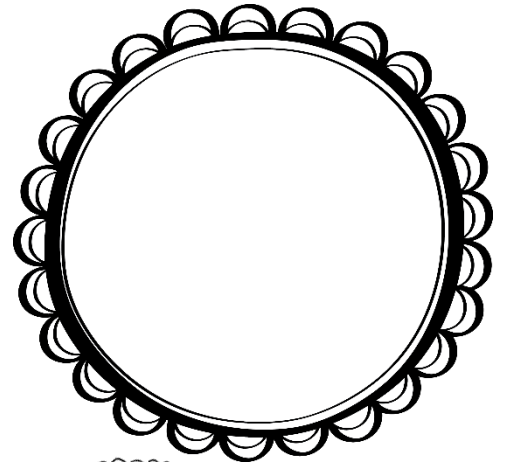
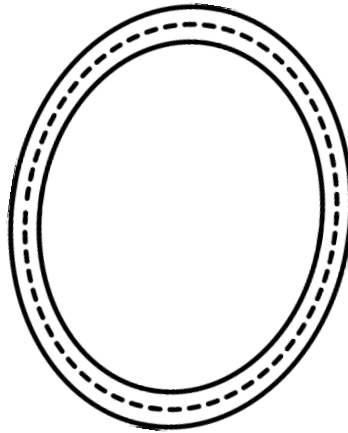
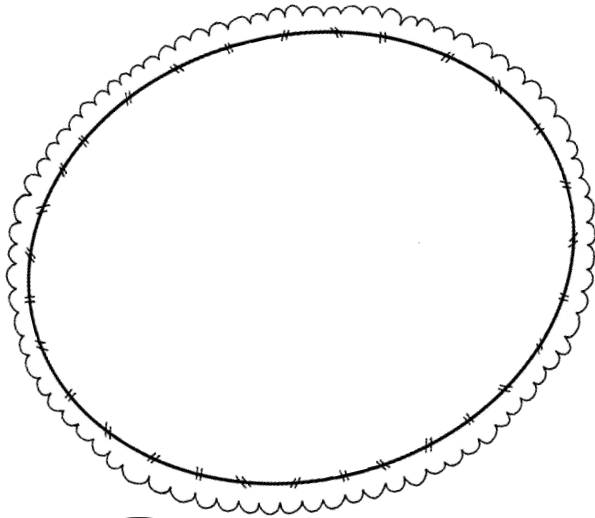
1. Demonstrate safe **scissor** use and control.
2. Demonstrate appropriate use of **glue** application; dot, dot, not a lot.
3. Demonstrate basic **paper folding**: side to side, corner to corner, and accordion fold.
4. Demonstrate basic control of **painting** and **printing** tools such as brushes, vegetables, and gadgets.
5. Practice modeling **clay** or **paper** into various 3D forms.
6. Recognize and use **patterns** in art and objects.
7. Recognize and draw basic **shapes**: square, rectangle, circle, oval, teardrop, diamond, and triangle.
8. Transforms 2D **shapes** (triangle and square) into 3D **forms** (sphere, cone, cylinder, pyramid, and cube)
9. Recognize and draw basic **lines**: straight, wavy, thick, thin, diagonal, zigzag, spiral, curved, and dotted or dashed (broken) and how lines convey feelings.
10. Recognize neutral, warm and cool **colors** as well as **tints** and **shades**.
11. Distinguish the difference between light and dark **colors**.
12. Name the **primary colors** and mix to make **secondary colors**.
13. Use words to describe visual and applied **texture** on objects and in art.
14. Identify **space** in art: beside/overlapping, above/below, close/far, top/bottom, front/back, over/under.
15. Find and draw examples of near/large and far/small relationships to **depth perception**.
16. Uses the concept of a **horizon line** with the background as well as foreground, middle ground, background and horizon line.
17. Create various **facial expressions** using simple shapes and lines.
18. Create **artwork** inspired by personal experiences, environment, imagination/visualization, and careful observation of real objects.
19. Create **artwork** inspired by natural connections with math, language arts, science, and social studies.
20. Recognize and discuss selected **western** and **non-western** artwork, artists, **styles** to include a minimum of four artists for the year.
21. Describe similarities and differences in pairs of **artwork**.
22. Use **art vocabulary** to talk about art and share themes, subjects, or main ideas.
23. Express a **preference** for one artwork over others and offers a reason.
24. Explain ideas, thoughts, experiences and feelings expressed in **personal artwork**.

I CAN
LEARN

MY ARTIST VOICE

When making art it is important to use **your voice**. Your voice means using **parts about yourself** including your likes, dislikes, opinions, culture, and heritage in **your art!**

Fill out this brain map to help you add more of your voice to your art this year!



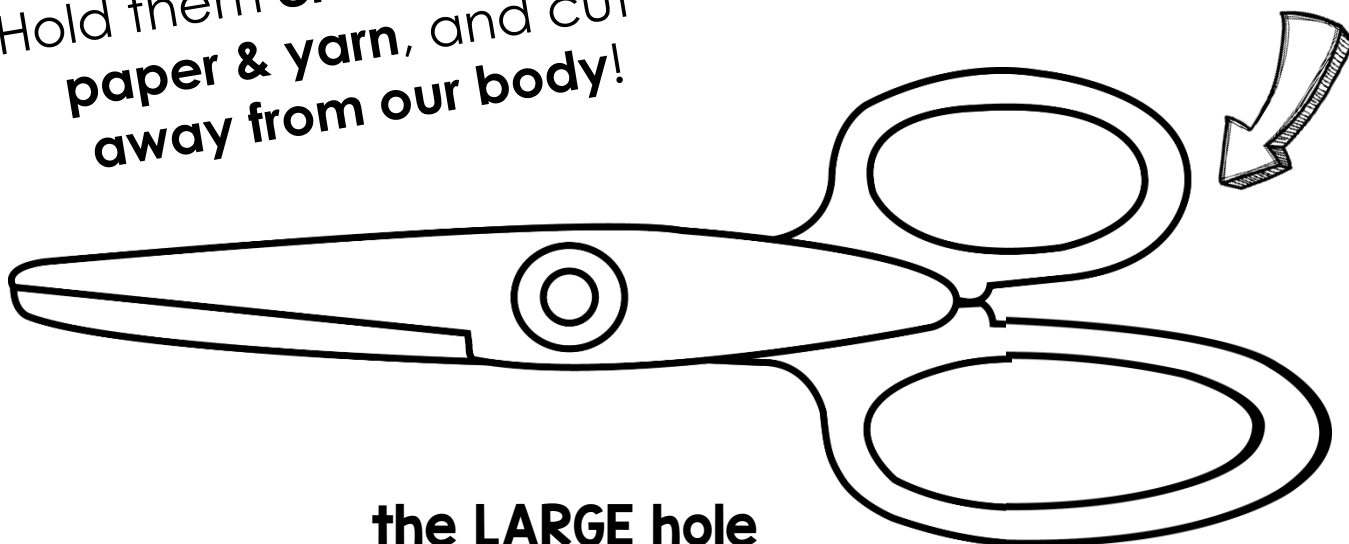
I CAN
LEARN

Scissors

Scissors are a very important art tool. We use them to turn large items into smaller items.

It is **very** important that we are **safe** with our scissors. Hold them **closed**, only cut **paper & yarn**, and cut away from our **body**!

the **SMALL** hole in the scissors is for your **THUMB**



the **LARGE** hole in the scissors is for your first **THREE FINGERS**



But what do you do with your other hand? Hold your paper or yarn!

NOW YOU
ARE READY
TO CUT!

I CAN
LEARN

Lines

Let's practice **drawing** lines!

straight



wavy



zig zag



dashed



squiggly



castles



sharks



swirls



I CAN
LEARN

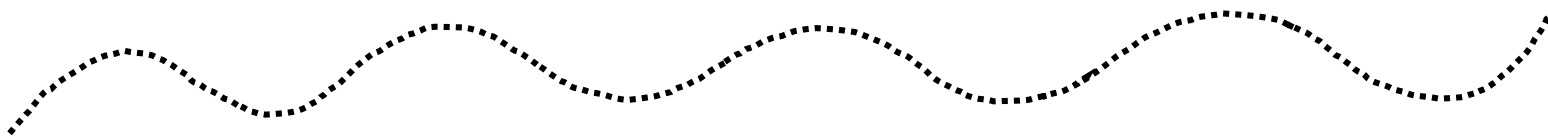
Lines

Let's practice **cutting** lines! **Cut on the dotted lines!**

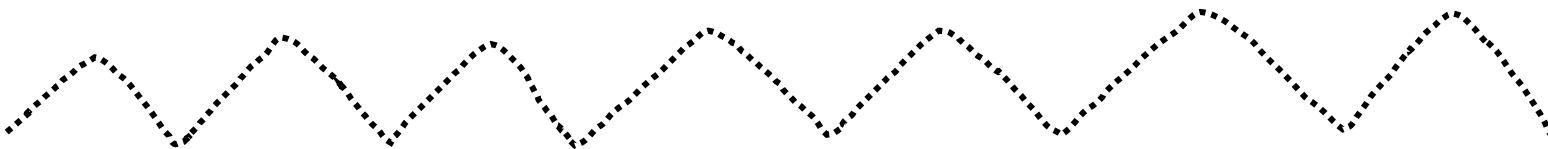
straight



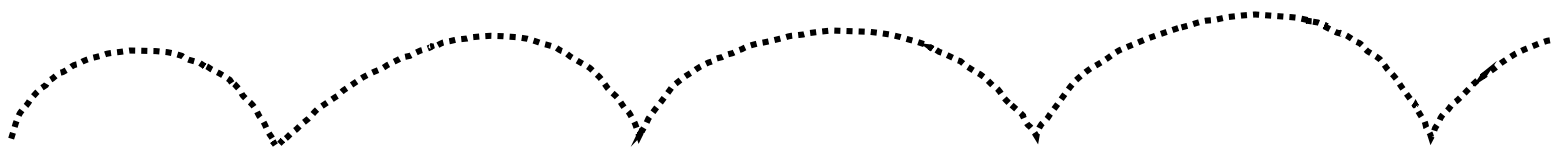
wavy



zig zag



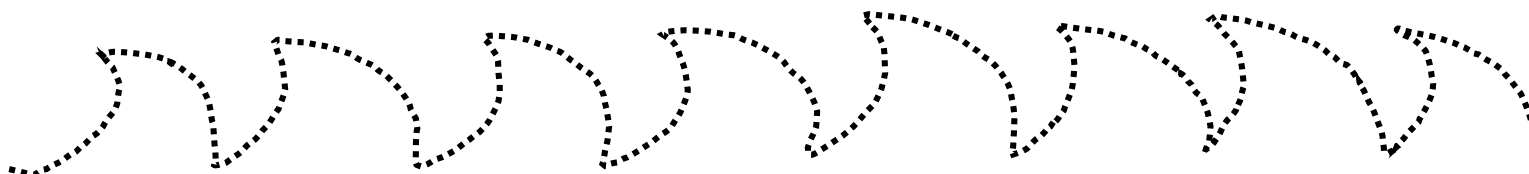
scalloped



castles



sharks



I CAN LEARN

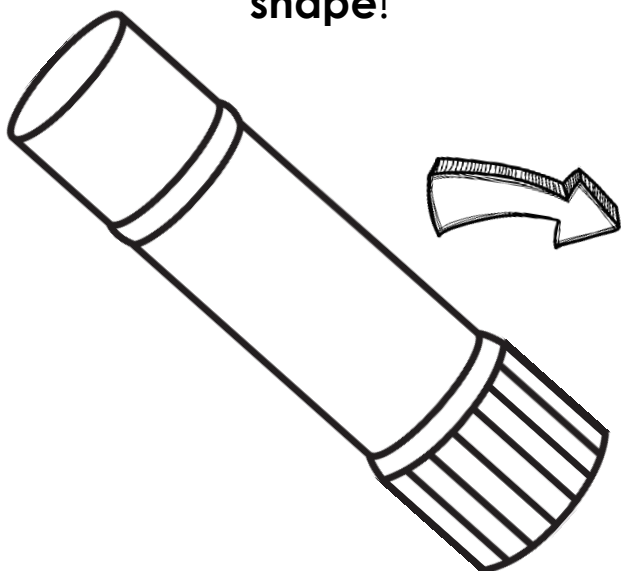
Glue

Artists use **glue** to attach two pieces of **art materials** together. You don't need a lot of glue to make things **stick**! Let's see!



When we glue we want to **dot** our glue and not **puddle** it!

Use your glue bottle and make a little **dotted line** around the edge of the **shape**!



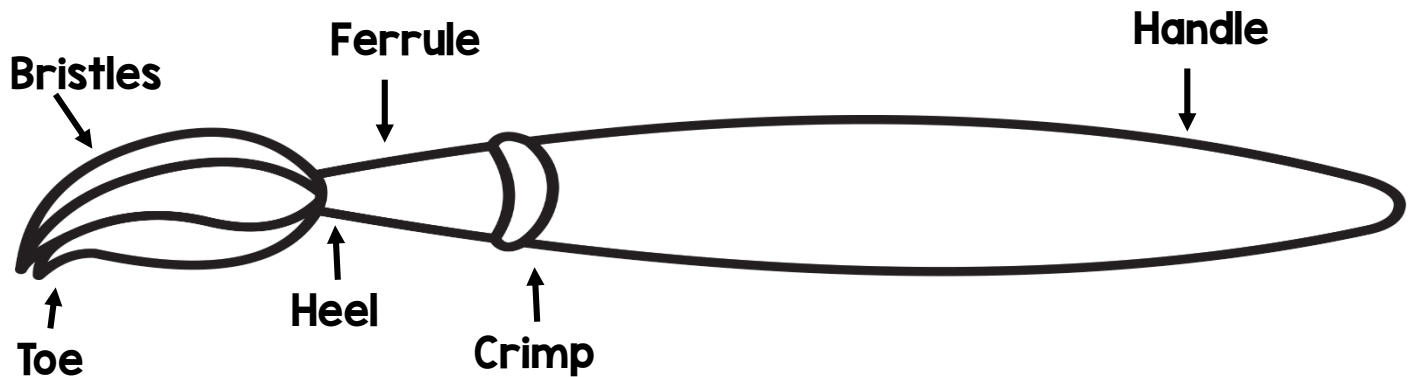
Glue sticks are use the same way except instead of a dotted line, we use a straight line!

Just go around the edge of the shape with your glue stick!

**I CAN
LEARN**

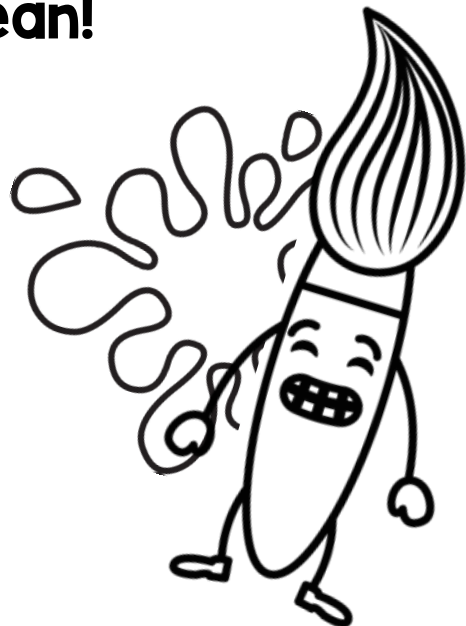
Painting

Paintbrushes are used to move paint around. There are different parts of the brush we should know!



To keep our paintbrushes nice and neat, there's a few things we need to do...

- 1** Rinse **ALL** the paint out of my hair!
- 2** Put some soap in your hand and wash my hair 'til it's all clean!
- 3** Rinse **AGAIN!**
- 4** Style my hairdo!
- 5** Lay me flat to dry!

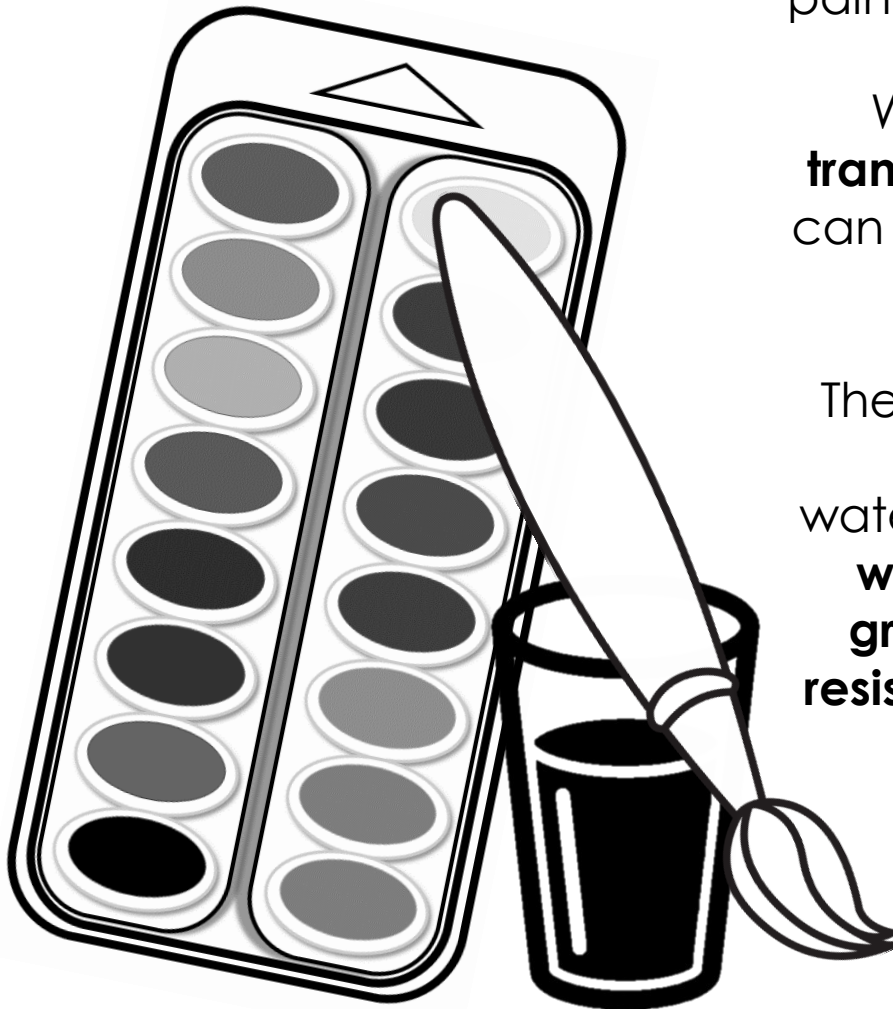


I CAN
LEARN

Watercolor Painting

Watercolor Painting Supplies:

- WATER CUP
- WATERCOLOR SET
- BRUSH
- PAPER TOWEL



Watercolor paints are **gentle** paints that can be layered to make new colors. Watercolor paint is made with pigment (color) in a **water-based solution**. This means, that when you add water to watercolor paints, they become **liquid!**

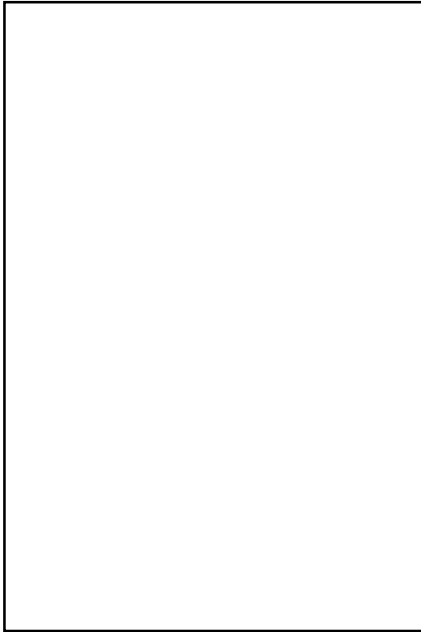
Watercolor is always **transparent**, meaning you can see the paper through the paint.

There are many different ways to paint with watercolor paint including **wet-in-wet, dry brush, gradation, layers, wax resist, straws, and alcohol.**

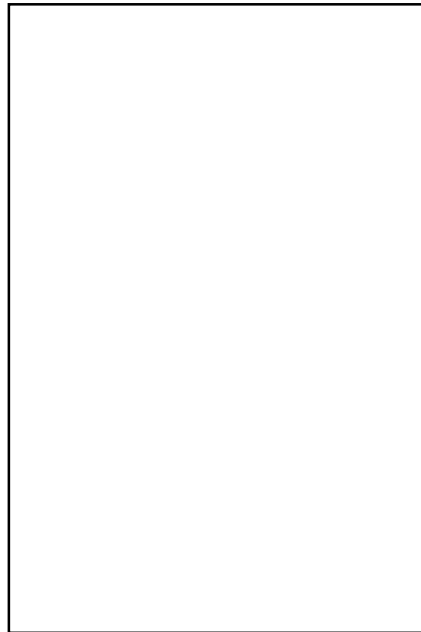
**I CAN
LEARN**

Watercolor Painting

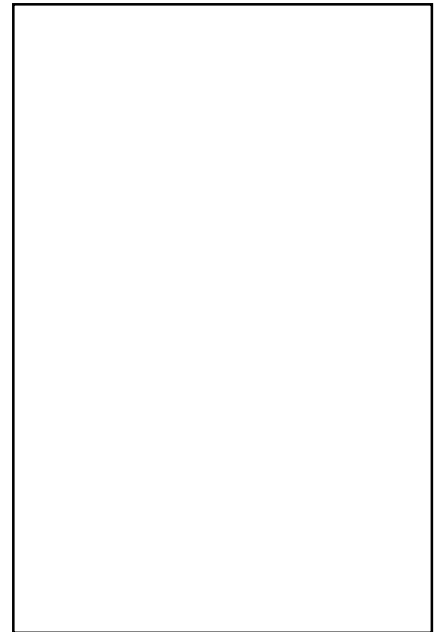
Try each of the techniques below!



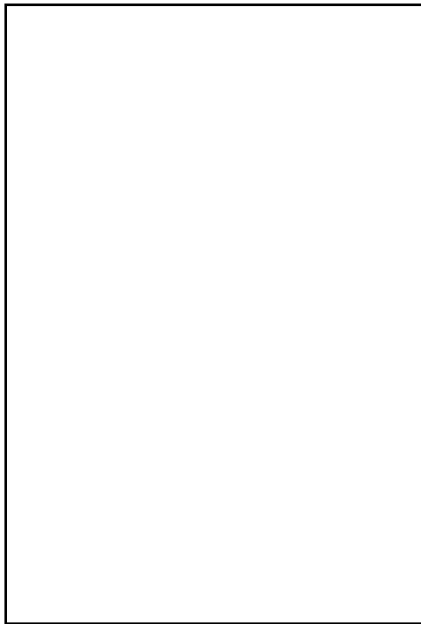
alcohol



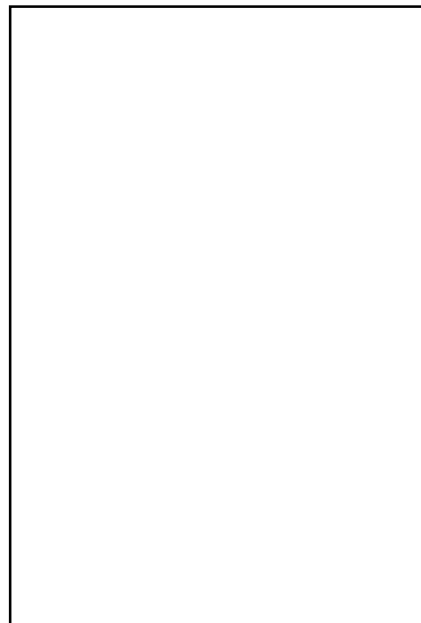
straws



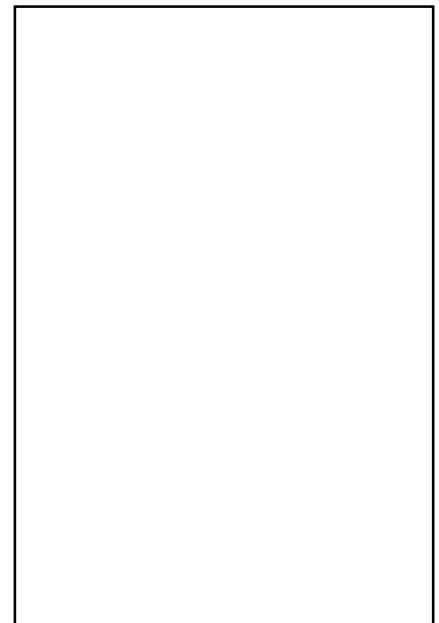
stickers or tape



wet on dry



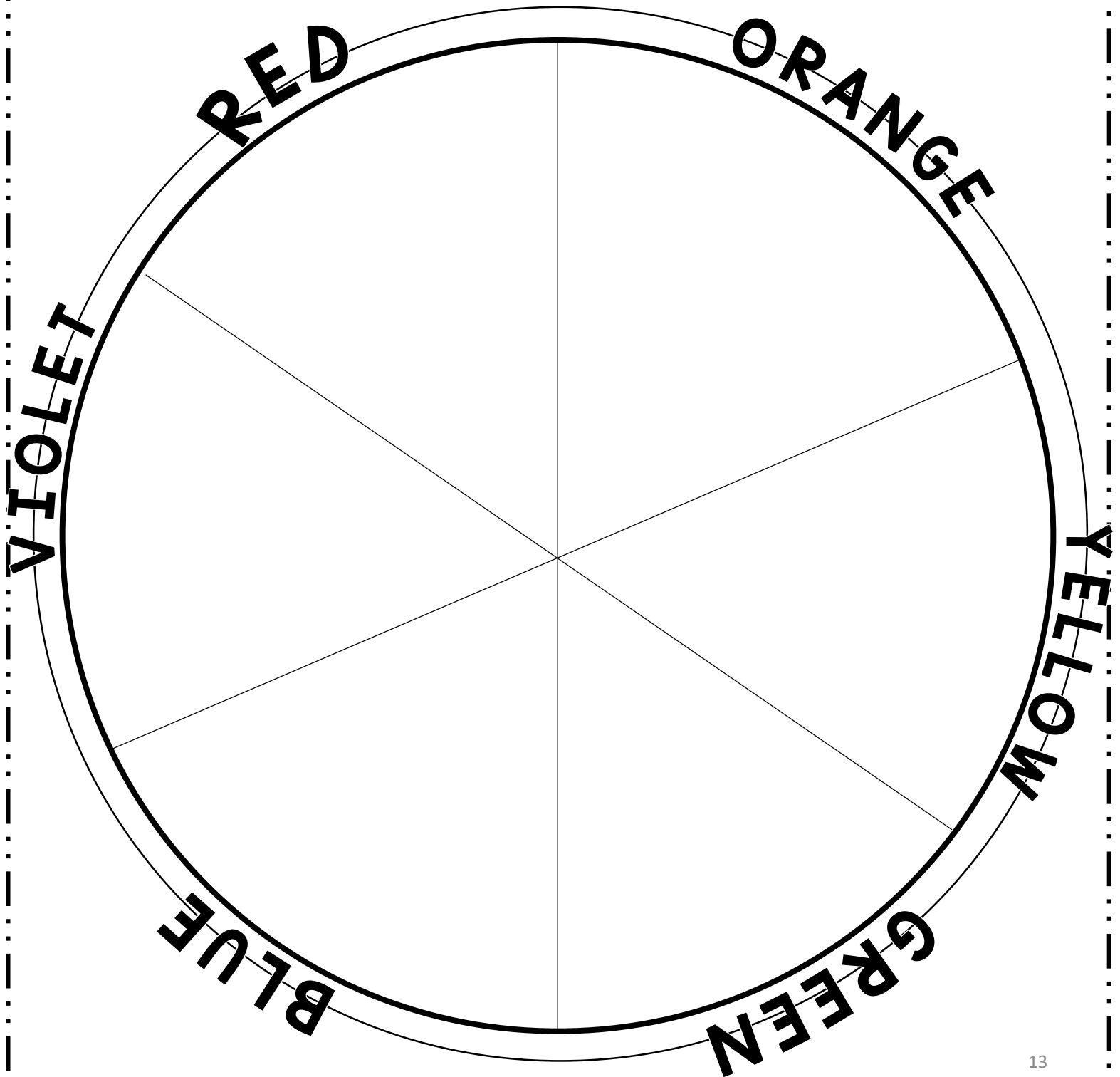
dry brush



wet on wet

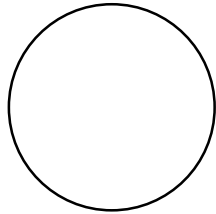
I CAN LEARN Color Wheel

Review your knowledge of the primary and secondary colors by coloring the **color wheel**.

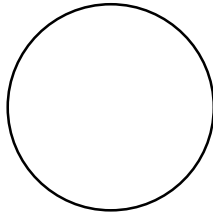


I CAN LEARN Color Mixing

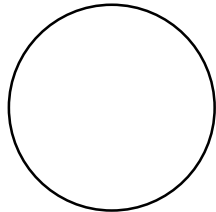
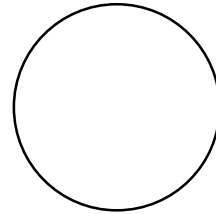
Use your watercolor paints and mix each colors as directed. Correctly label your new colors!



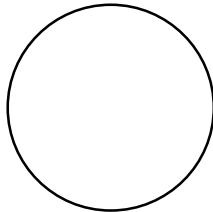
red



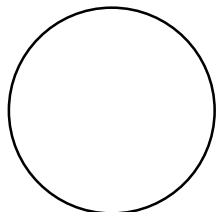
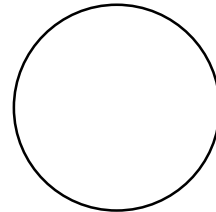
yellow



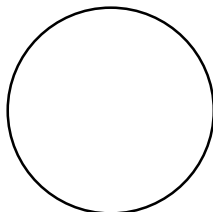
red



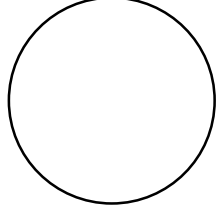
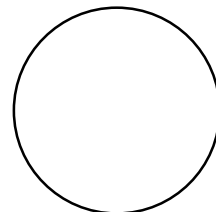
blue



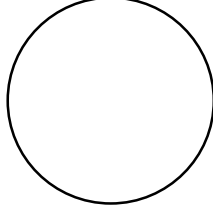
yellow



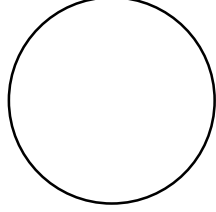
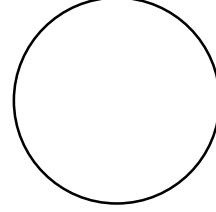
blue



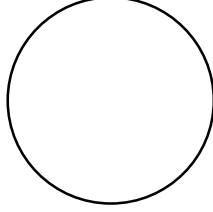
red



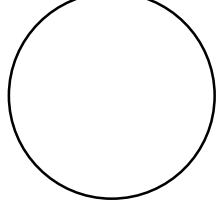
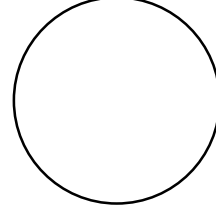
orange



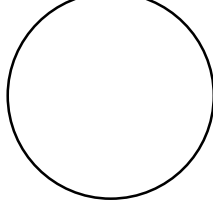
yellow



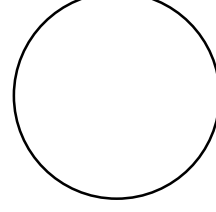
green



blue



violet



I CAN LEARN WARM & COOL COLORS



WARM COLORS
are red, orange,
and yellow.
They show **heat**
and **summer**.

RED

ORANGE

YELLOW



COOL COLORS
are green, blue,
and violet.
They show **cold**
and **winter**.

GREEN

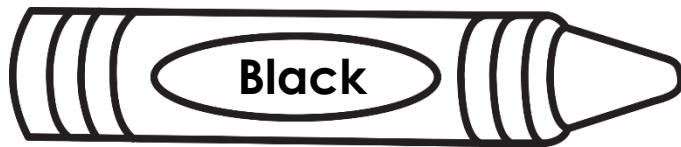
BLUE

VIOLET

I CAN LEARN

NEUTRAL COLORS

Neutral colors are those colors not found on the **color wheel**, but are made using colors from the color wheel. They are found all over **nature** and especially on our **bodies**.



What is the color of your hair?

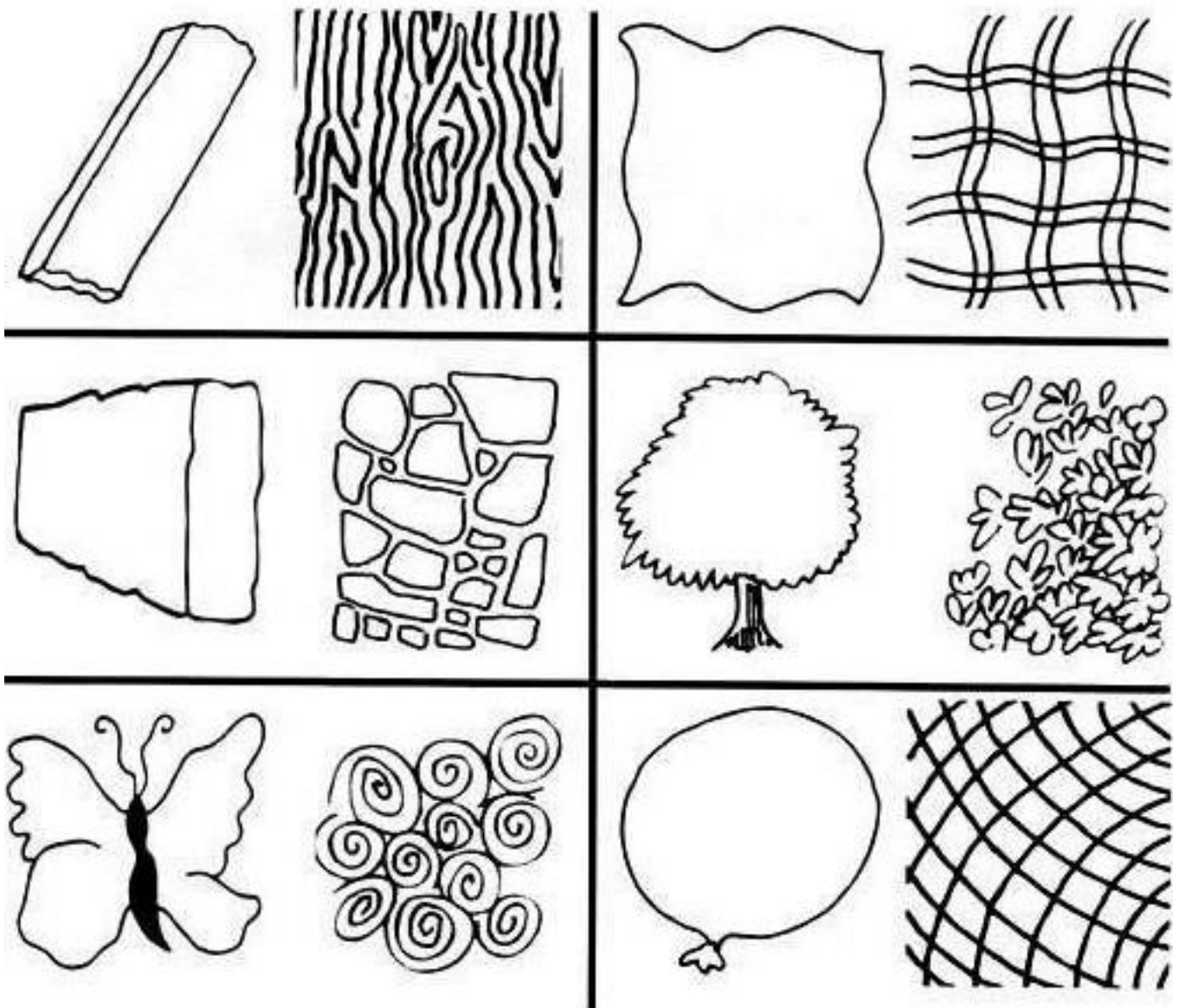
What is the color of your skin?

What is the color of your pet or favorite animal?

I CAN LEARN TEXTURE

Texture is the way something **feels**. In art we have two kinds of texture: **visual** and **tactile**. **Visual texture** is when you draw texture on an object. You show how it would **feel** to touch it. You make it more lively!

Make the shapes below more lively by filling them with textures shown beside the shape.

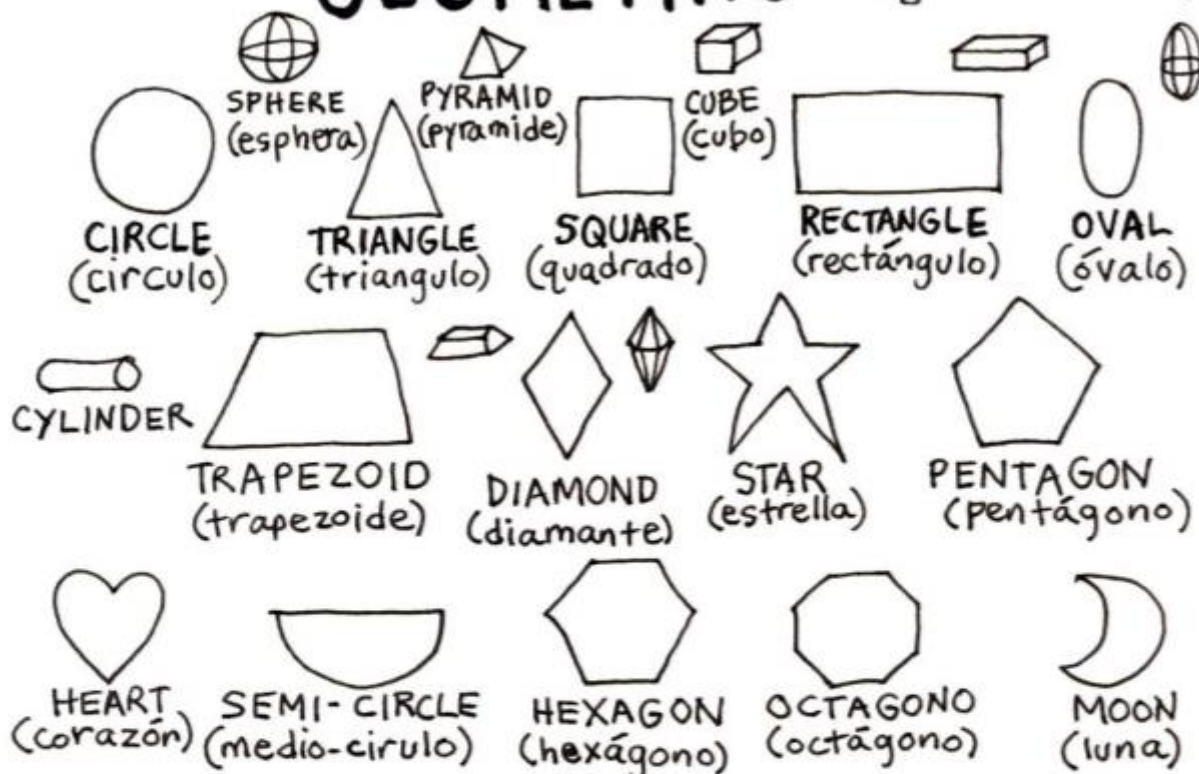


I CAN
LEARN

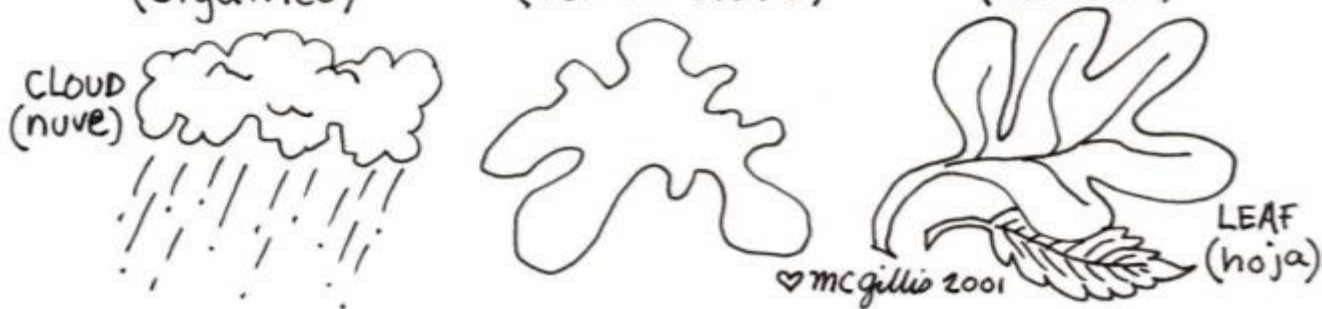
Shapes

Shapes are created when a line connects two ends. It is an enclosed **space**. There are two categories of shapes: **geometric** and **organic**.

GEOMETRIC (geometrica)



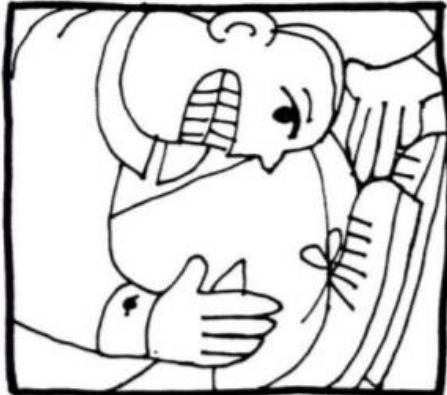
ORGANIC / FREE FORM / NATURAL (orgánico / forma libre / natural)



I CAN LEARN

Space

Space is the visual and physical space within an artwork. Artists create **space** in a variety of ways.



DRAW BIG



FILL THE WHOLE PAPER



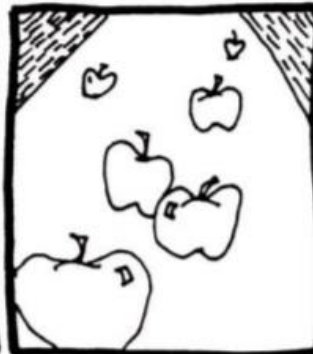
LINES OFF THE PAPER



PLACEMENT IN RELATION TO THE HORIZON LINE



SMALLER IN DISTANCE LARGER CLOSE UP



DARKER CLOSE UP & LIGHTER FURTHER AWAY



OVERLAPPING



FOREGROUND (NEAR SPACE)



MIDDLE GROUND (MIDDLE SPACE)



BACKGROUND (FAR SPACE)

I CAN
LEARN

Space

In art, objects that are **near** are drawn **large** and closer to the bottom of the page. Objects that are **far** are drawn **small** and closer to the top of the page.

Finish this drawing. Draw one object **near**, and one object **far**.

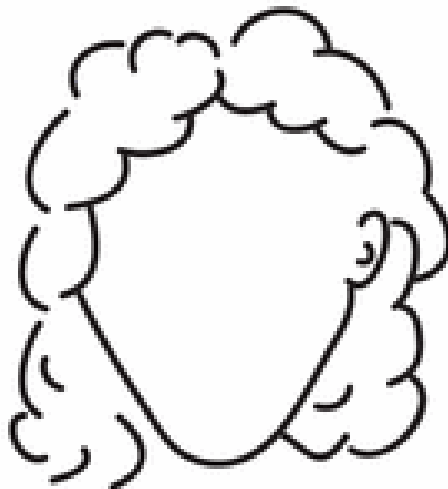


I CAN
LEARN

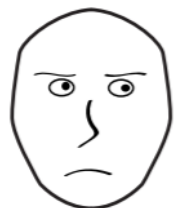
Facial Expressions

Facial expressions are how we tell the world how we are **feeling**. It is important to be able to draw in our art, how the **characters** are feeling. Here are some examples:

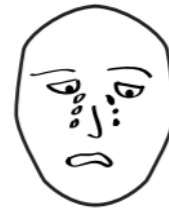
Practice drawing some facial expressions on the faces below!



Embarrassed



Bored



Crying



Sad



Annoyed



Excited



Happy



Surprised

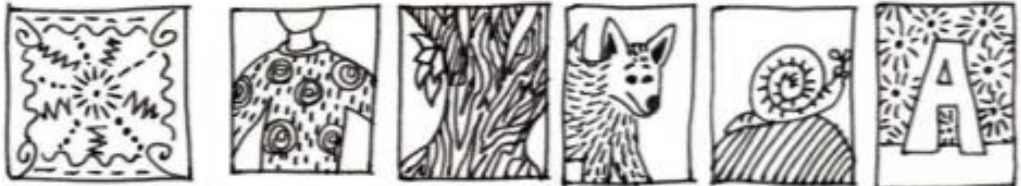


Angry

I CAN LEARN Pattern

Pattern is the **repetition** of the elements of art or anything else. There are many different kinds of patterns to use in art!

PATTERNS OF LINES

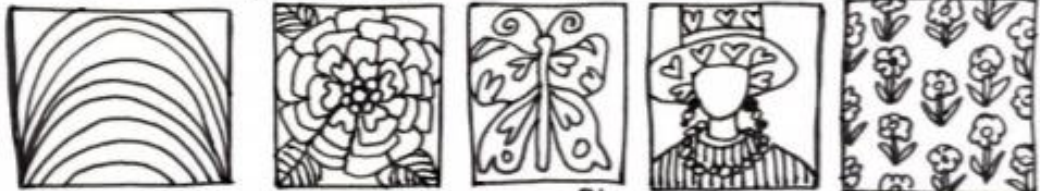


PATTERNS OF SHAPES

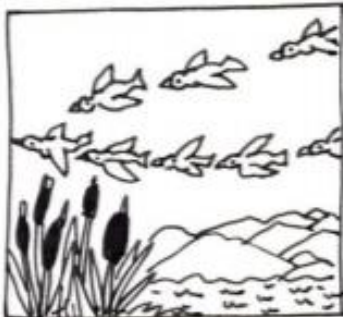


Non-objective design Portrait Landscape Leopard City

PATTERNS OF COLOR



Rainbow Flower Butterfly Clothing Wall Paper



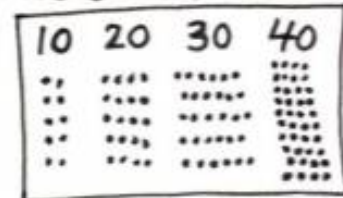
Birds flying in formation are a pattern.



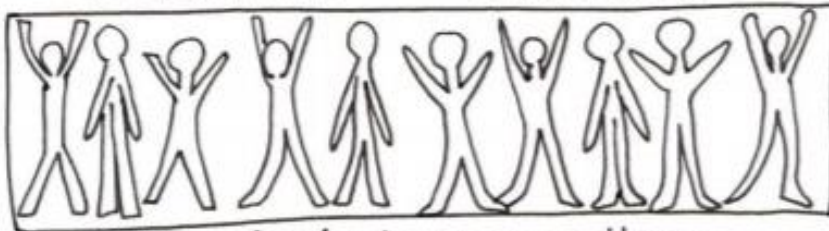
Cars stopped in traffic makes a pattern.



Music has patterns.



Mathematics has patterns.



Jumping jacks are a pattern.



Inhale, exhale. Inhale, exhale. Breathing is a pattern.

PATTERN IS EVERYWHERE!

I CAN
LEARN

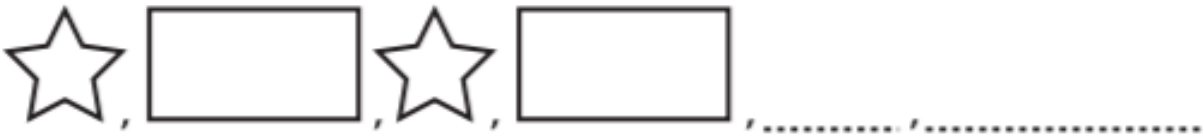
Pattern

Practice completing the pattern. Color each pattern in when you are complete!

1.



2.



3.



4.



I CAN LEARN TO

Talk About Art

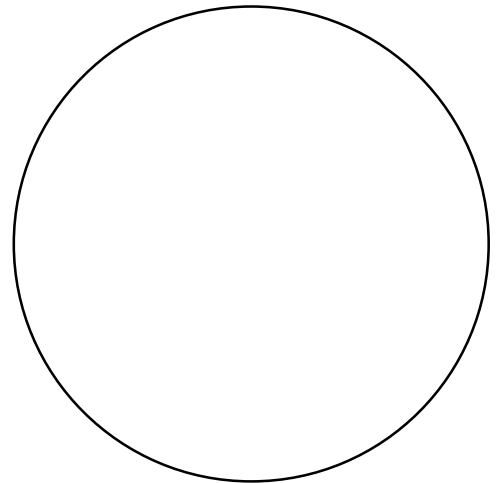
Talking about art is a big part of being an artist! We can look for similarities and differences in art by observing what **elements** and **principles** are being used in each art piece.

What **elements** and **principles** do you see in each of these artworks?

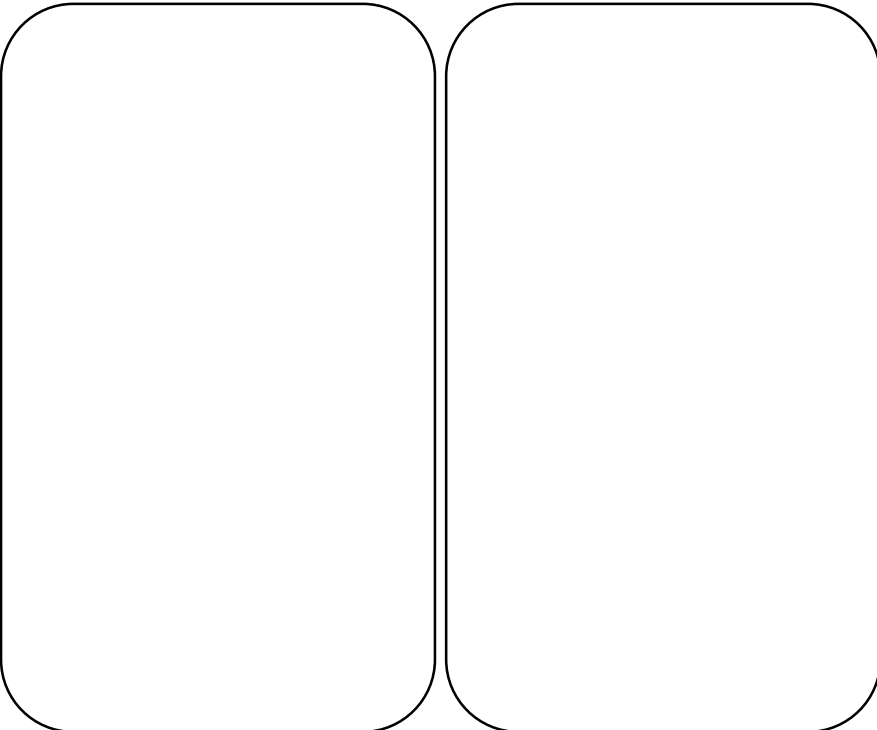
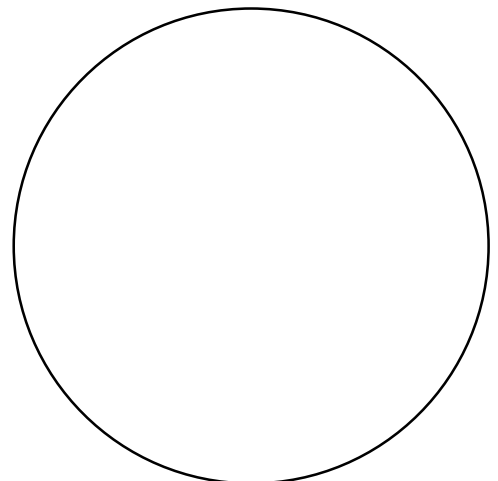
(Picasso's "Weeping Woman" left and Kiki Smith's "Melancholia" right)



**What's similar in
the two
artworks?**

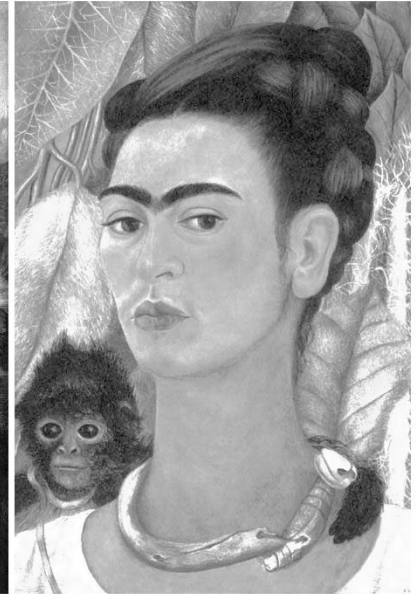
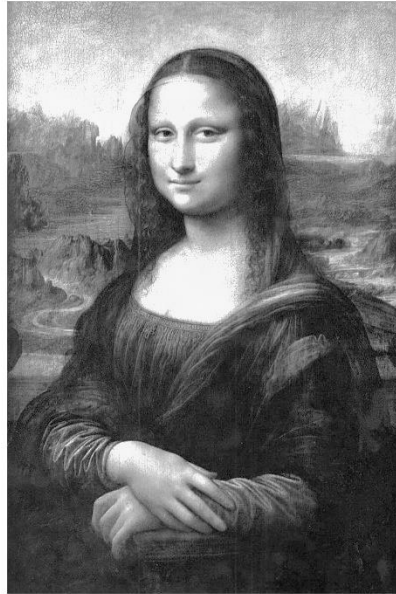


**What's different
in the two
artworks?**



I CAN LEARN TO Talk About Art

When looking at art, you might notice you **like** some art and **dislike** other art. What is important is to figure out **why**. It might be because you don't like the subject matter, or you can't relate to artwork, or you don't like the colors or the technique shown. Any feeling is okay, but using your **art vocabulary** to talk about it is what you want!



Look at the two **portraits** above. Which one do you like better? Why? Use your **art vocabulary** and at least **4 full sentences**.

A large, empty rounded rectangular box provided for the student to write their response to the prompt.

**I CAN
LEARN**

Artist Statement

It is important to be able to write an **artist statement** about your own work! An **artist statement** tells people who look at your art how you feel about it, and what you want them to know.

LET'S WRITE AN ARTIST STATEMENT!

Title of Art: _____

I used _____
to make my art.

I created a: _____

I used these elements & principles in making my art.

My artwork makes me feel: _____

I also want to share:
