

2ND GRADE VISUAL ARTS CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF VISUAL ART

_____ Describe a variety of lines (e.g., create a drawing using spiral, jagged, zigzag, wavy).

_____ Distinguish between organic (free-form, natural) and inorganic (geometric) forms/shapes.

_____ Identify primary, secondary, and analogous colors in an art work.

_____ Identify a variety of textures from organic and person-made objects (e.g., use the technique of rubbing).

_____ Show size progression (e.g., organize small, medium, large).

_____ Identify in an art work elements (e.g., jagged lines, curved shapes, bright colors) that convey emotions (e.g., scary, mad).

_____ Tell the story an art work shows.

CONNECTIONS TO THE ARTS

_____ Identify sensory elements, organizational principles, and expressive qualities used in more than one art form.

_____ Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.

_____ Investigate story, feelings, or expressive ideas shared in the work of two different art forms.

PROCESSES, TOOLS, AND TECHNOLOGIES

_____ List the materials and tools used to paint, draw, and construct.

_____ Distinguish between materials and tools used in 2-D and 3-D works.

_____ Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly with simple materials when creating an art work.

_____ Demonstrate the safe and responsible use of materials and tools when creating 2-D or 3-D work.

This checklist is a suggested guideline.

CREATION AND PERFORMANCE

- _____ Purposefully manipulate 2-D and 3-D materials to create an art work that expresses an idea.
- _____ Create 2-D and 3-D art works that show the use of imagination and express personal ideas.
- _____ Create sculpture using additive processes (e.g., clay, paper, found objects).

HISTORY, SOCIETY OF THE ARTS

- _____ Identify and demonstrate the qualities of good audience behaviors.
- _____ Share comments in a positive manner about a performance and/or an art work.
- _____ Name a variety of occupations (e.g., director, actor, composer, conductor, painter, sculptor, dancer, choreographer) associated with different art forms.
- _____ Give examples of how the arts are used in celebrations.
- _____ Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story).
- _____ Give examples of personal experiences in the arts outside of school.
- _____ Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life.