



Visual Arts

Student Activity Book



Lakshmana Temple, Khajuraho, India



I and the Village, Marc Chagall

Students creating their own works of art



THIS BOOK IS THE PROPERTY OF:

STATE _____
 PROVINCE _____
 COUNTY _____
 PARISH _____
 SCHOOL DISTRICT _____
 OTHER _____

Book No. _____

Enter information
 in spaces
 to the left as
 instructed.

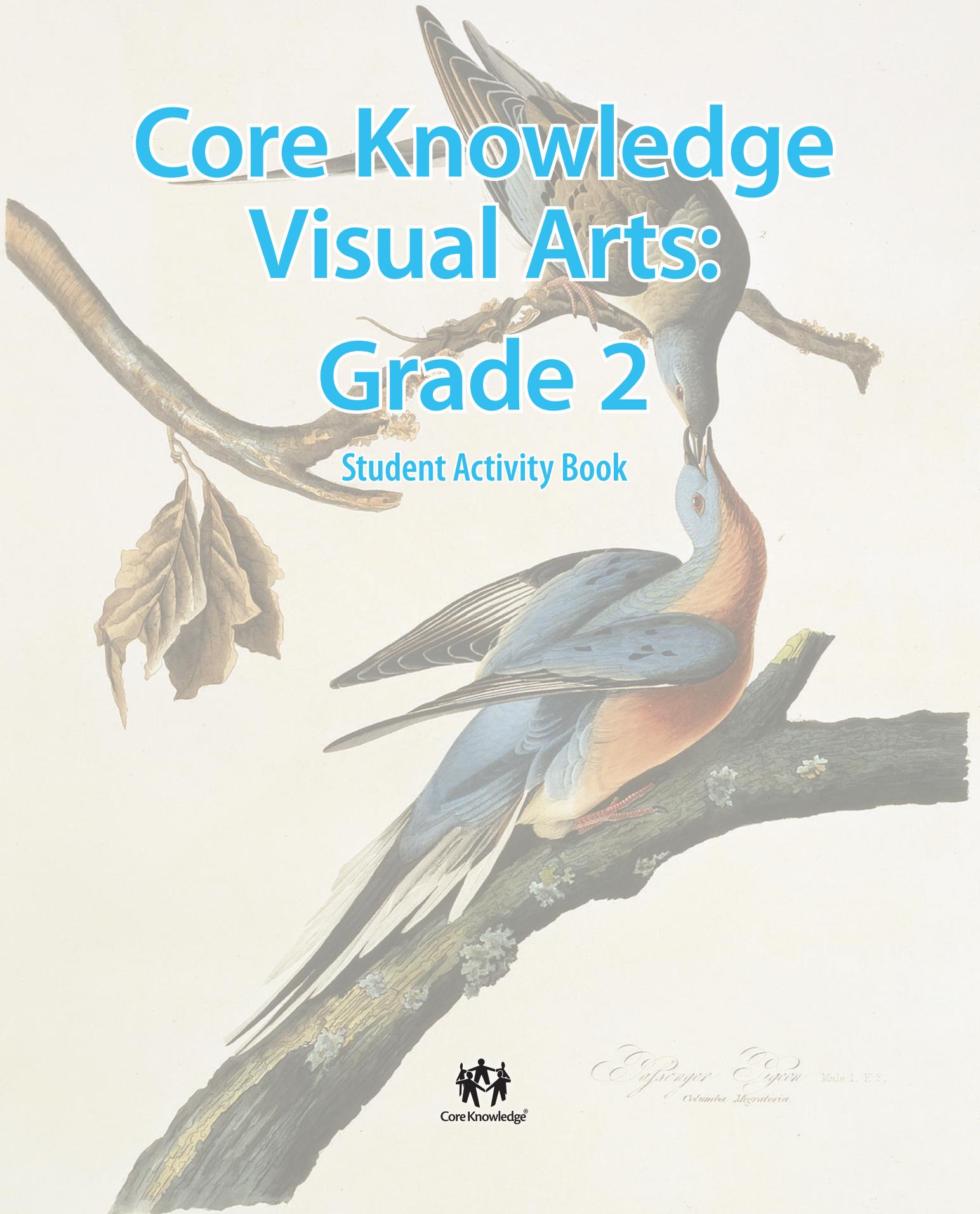
ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book:
 New; Good; Fair; Poor; Bad.

Core Knowledge Visual Arts: Grade 2

Student Activity Book



Core Knowledge®

Columba Magnitoria Male 1. E. 2.

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Science™, CKSci™, Core Knowledge Music™, CKMusic™, Core Knowledge Visual Arts™, CKVA™, Core Knowledge Language Arts™, CKLA™, Core Knowledge History and Geography™, CKHG™, Core Knowledge Math™, and CKMath™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-693-9

Core Knowledge Visual Arts: Grade 2

Table of Contents

Letter to Family	1
Activities	
Unit 1 Elements of Art	3
Unit 2 Sculpture	7
Unit 3 Landscapes	11
Unit 4 Abstract Art	17
Unit 5 Architecture	27
Culminating Activity	32
Art	33

Pouter Pigeon Male 1. F. 2.
Columba Macrotora.

Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using an art program called Core Knowledge Visual Arts (CKVA). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including a Student Activity Book and many opportunities for creating art in the classroom.

Throughout the year, your student will have opportunities to view and describe different works of art, as well as express their personal reactions to it. They will be reminded that different people may have a different reaction when looking at a work of art, just as everyone has a different idea of what “beautiful” is.

There are five units of study in CKVA Grade 2.

Unit 1: *Elements of Art*

Your student will begin by learning about types of lines and the variety of ways that line can function in artworks. They will become familiar with masterpieces created by Pablo Picasso and Katsushika Hokusai.

Unit 2: *Sculpture*

Your student will observe shape, mass, and line in sculptures, making connections to their knowledge of the ancient Greek and Chinese civilizations if they use the Core Knowledge History and Geography (CKHG) materials. They will create their own sculptures in response to the works they study.

Unit 3: *Landscapes*

Your student will learn about the genre of landscape painting, applying what they know about line, shape, color, and texture. They will become familiar with artworks from artists such as Thomas Cole, Clementine Hunter, and Vincent van Gogh.

Unit 4: *Abstract Art*

Your student will compare and contrast abstract and lifelike representations of animals and discuss examples of abstract paintings and sculptures. They will become familiar with artworks by artists such as Paul Klee, Elaine de Kooning, and Marc Chagall.

Unit 5: *Architecture*

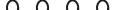
Your student will delve into architecture, the art of designing buildings. They will observe lines, shapes, and symmetry on ancient buildings such as the Parthenon in Athens, Greece, and the Great Stupa in Sanchi, India.

Throughout the year, students will be creating art in response to masterpieces in an age-appropriate way. Please let us know if you have any questions.

NAME: _____

What's My Line?

Roll the die six times, and use the lines you land on to create a line drawing.

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll
						
						
						
						
						
						

NAME: _____

Mother and Child

Pablo Picasso, 1922

Explore

1. Where do you see implied lines in the painting? Write three ideas using complete sentences on the lines below.

I see an implied line in the _____.

I see _____

Reflection

Imagine that Picasso used only straight lines instead of curved lines in this painting. Draw a new version of *Mother and Child* with only straight lines.



NAME: _____

Lines as Movement

1. In which directions can water move? Practice drawing those directions of water. Use some of the lines you used in your What's My Line? drawing to show the water's movement.



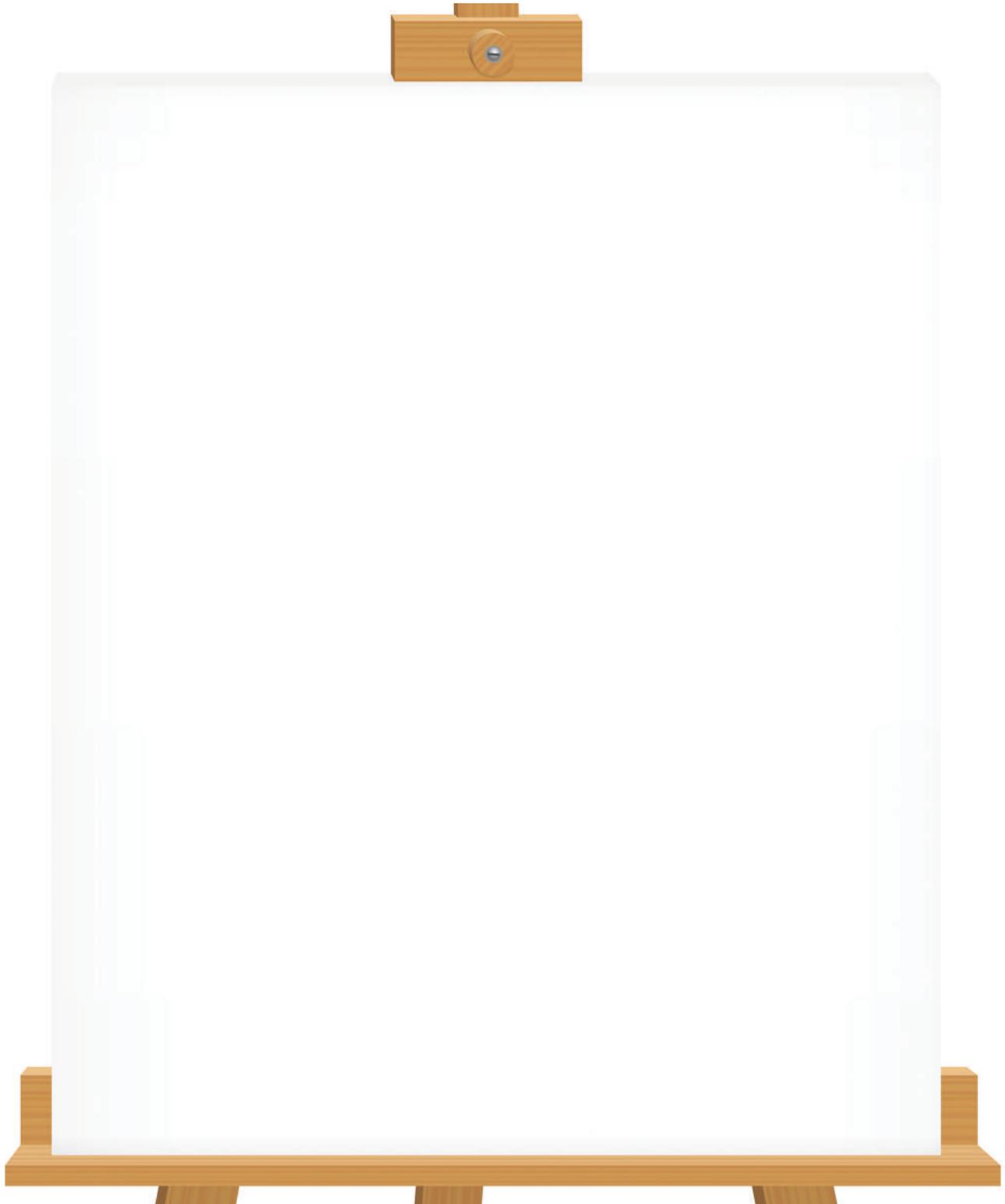
2. Draw your own artwork of moving water.



NAME: _____

Unit 1 Assessment

Draw a picture on the canvas, using different types of lines to show movement.



Line, Shape, and Form in Sculpture

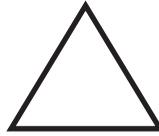
Study the examples of line, shape, and form below.



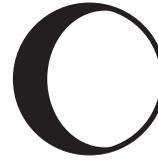
zigzag



cylinder



triangle



sphere



disc

Look carefully at *The Discus Thrower*. Answer the questions by drawing and/or writing a line, shape, or form.

1. What form is in the athlete's hand?

2. What form is similar to the athlete's head?

3. What kind of implied line goes down from the disc to the feet?

4. What shape is created by the empty space between the discus thrower's arm, chest, and leg?



NAME: _____

Pipe Cleaner Statue

Directions

1. Make the legs.
2. Make the body.
3. Add the arms.
4. Make the head.
5. Pose your athlete.
6. Use clay to mount your statue to the cardboard.



Reflection

1. Describe in detail what your statue is doing.

2. How does your statue show movement?

3. Give your statue a title.

NAME: _____

My Sculpture

Explore

1. Describe your sculpture, and explain what it is doing.

2. What part was the most fun to make? Why?

3. What problem did you have while making your sculpture? How did you solve it?

4. Give your sculpture a title or name. Why did you choose this title?

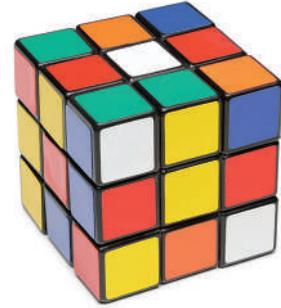
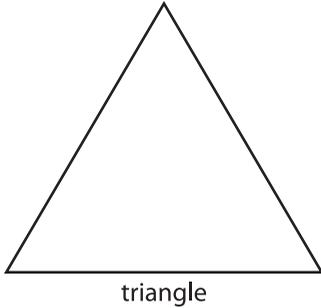
Reflection

Draw your sculpture.



Sculpture Assessment

1. Circle the pictures that show three-dimensional objects.



2. We have learned about sculptures from four different time periods and cultures:

- *The Discus Thrower* from ancient Greece
- *Flying Horse, One Leg Resting on a Swallow* from ancient China
- *The Thinker* from 1800s France
- *The Great Buddha of Kamakura* from 1200s Japan

If you could go back in time to watch one of the sculptures being made and ask questions and learn from the artist, which artwork would you choose and why?

NAME: _____

Genres

Choose a picture from each genre (still life, portrait, landscape), and draw it in the correct box.

Still Life

Portrait

--	--

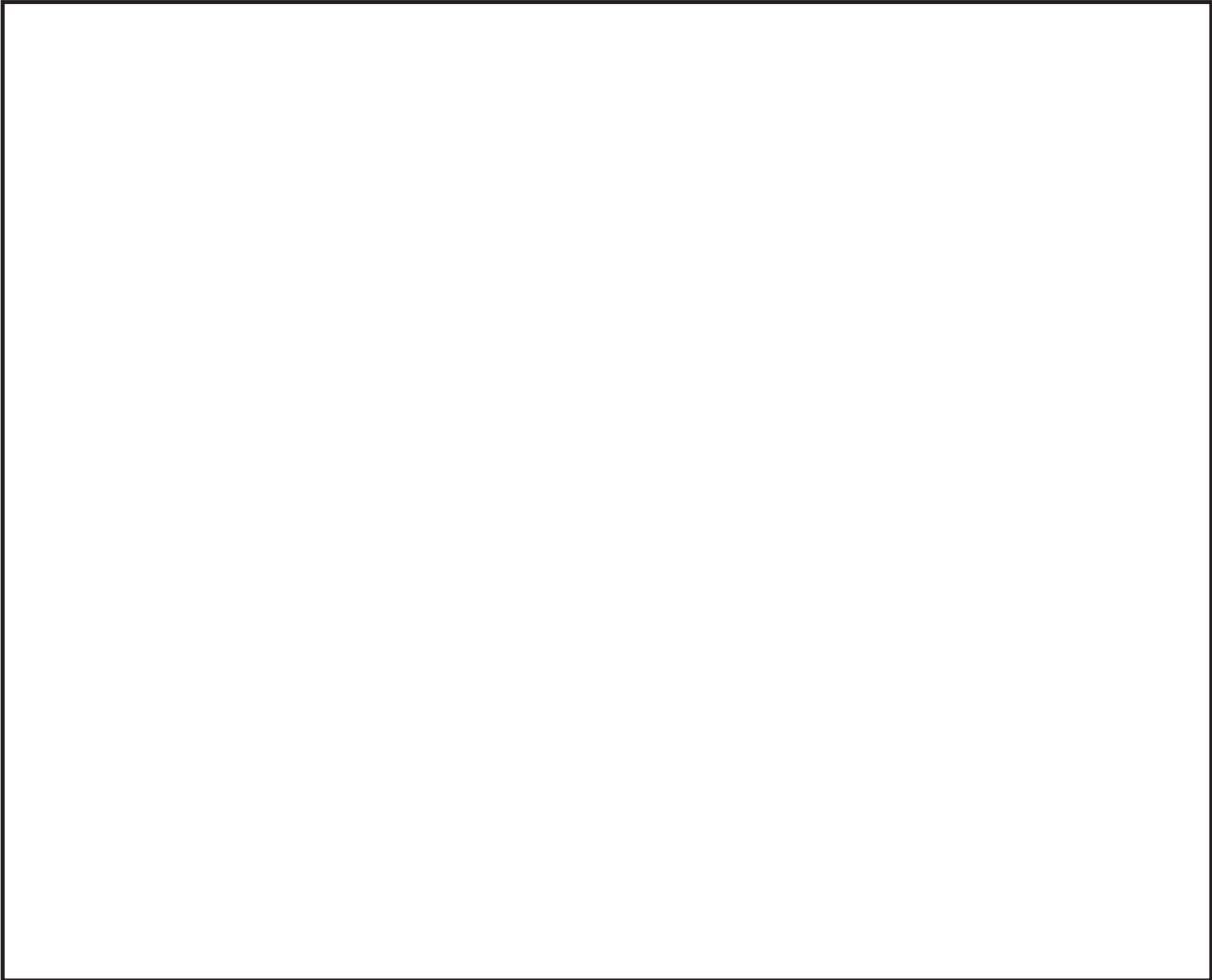
Landscape

--

NAME: _____

My School

Draw a picture of your school. Focus on color and shape to convey feelings and emotions.



Reflection

1. I used _____
colors because they made me feel _____.
2. I used _____
shapes because they made me feel _____.

NAME: _____

Virgin Forest at Sunset

Henri Rousseau, 1910

Explore

1. What is the setting of this painting? Describe it.

2. What adjectives would you use to describe this painting?

3. If you could ask Rousseau a question about this painting, what would you ask?

Reflection

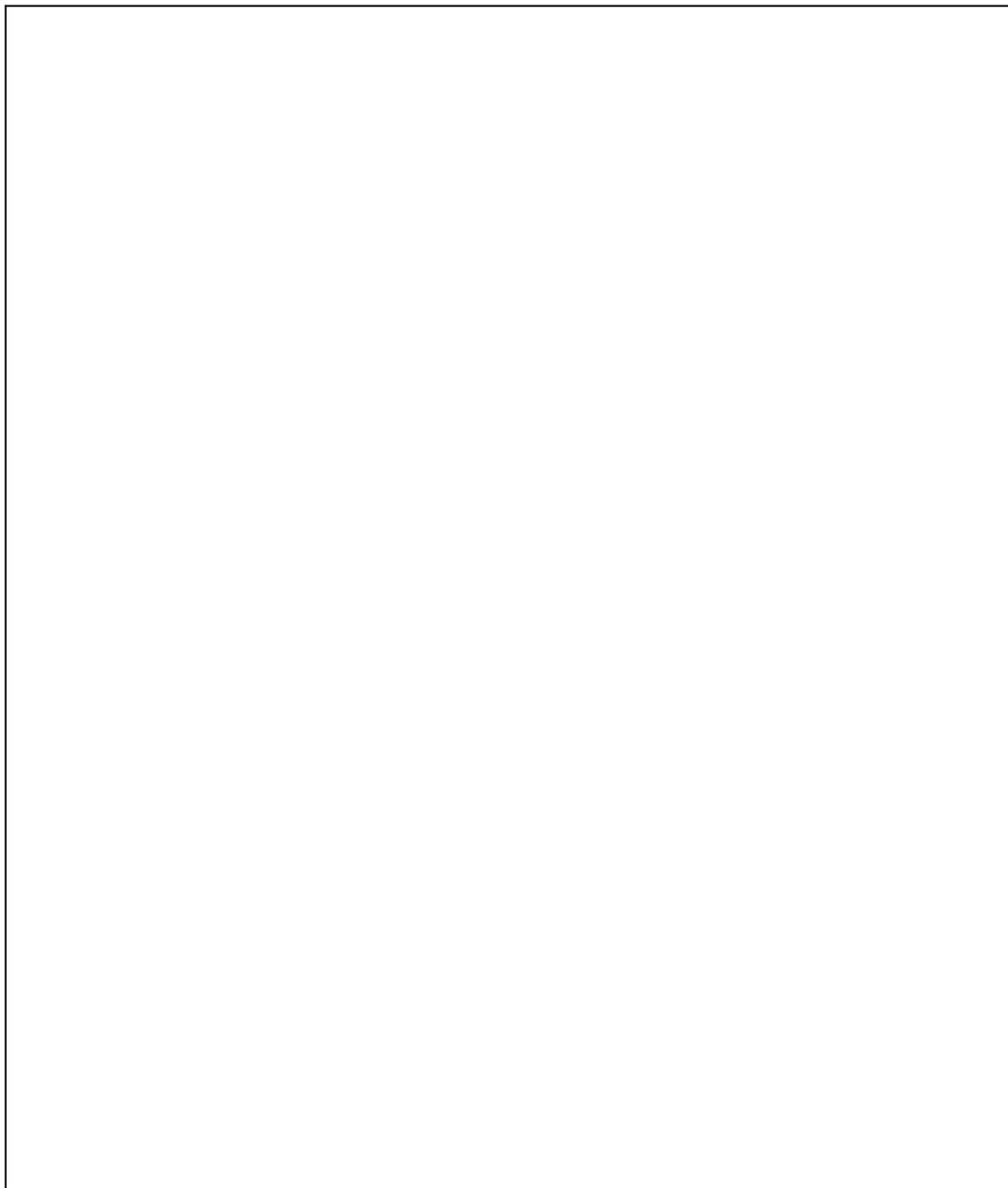
Draw a picture of a place you love to go.



NAME: _____

Outdoor Scene

Sketch an outdoor scene of your choice.



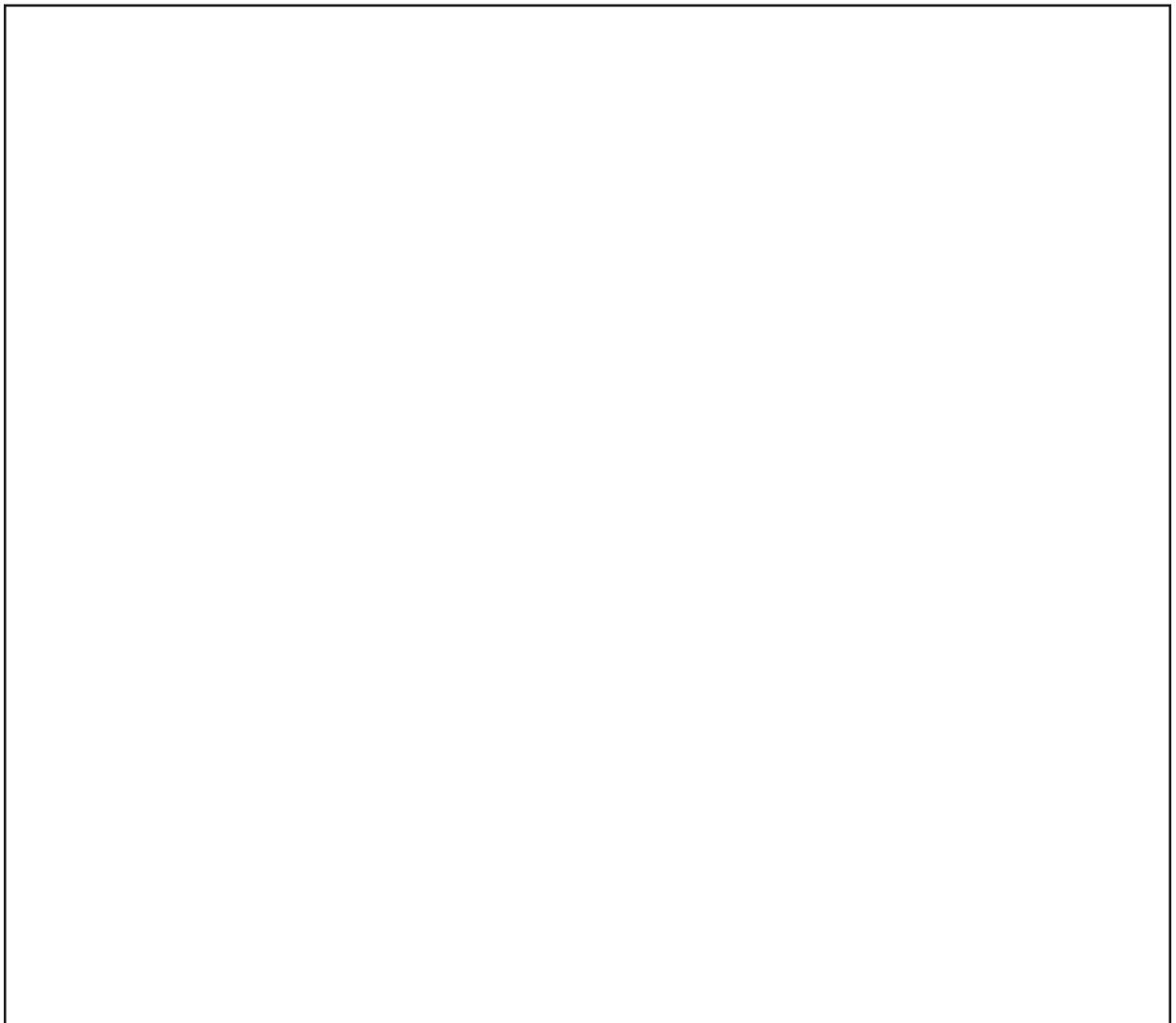
NAME: _____

Plan a Class Mural

1. What is your class mural about?

2. What would you like to add to the mural?

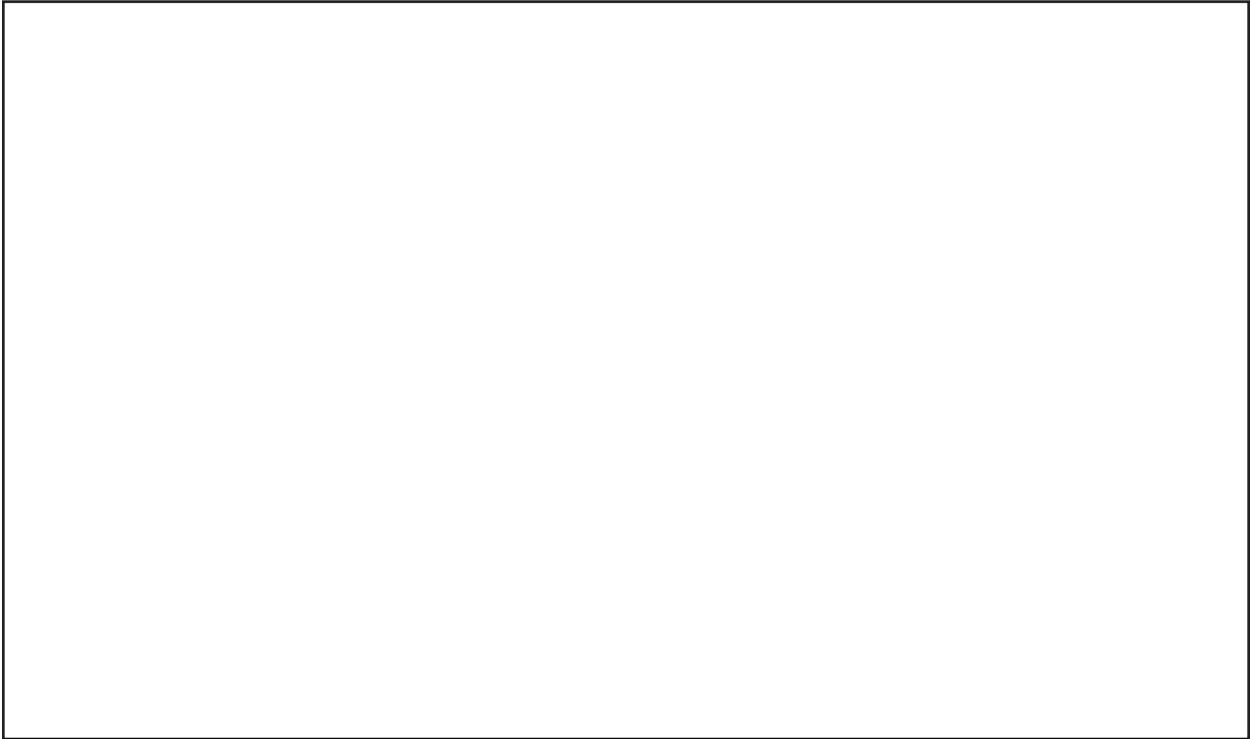
3. Share your ideas with your group. How can you combine your ideas? Draw your plan for your group's part of the mural.



NAME: _____

Landscape Assessment

1. Draw a landscape that includes colors, lines, and shapes.

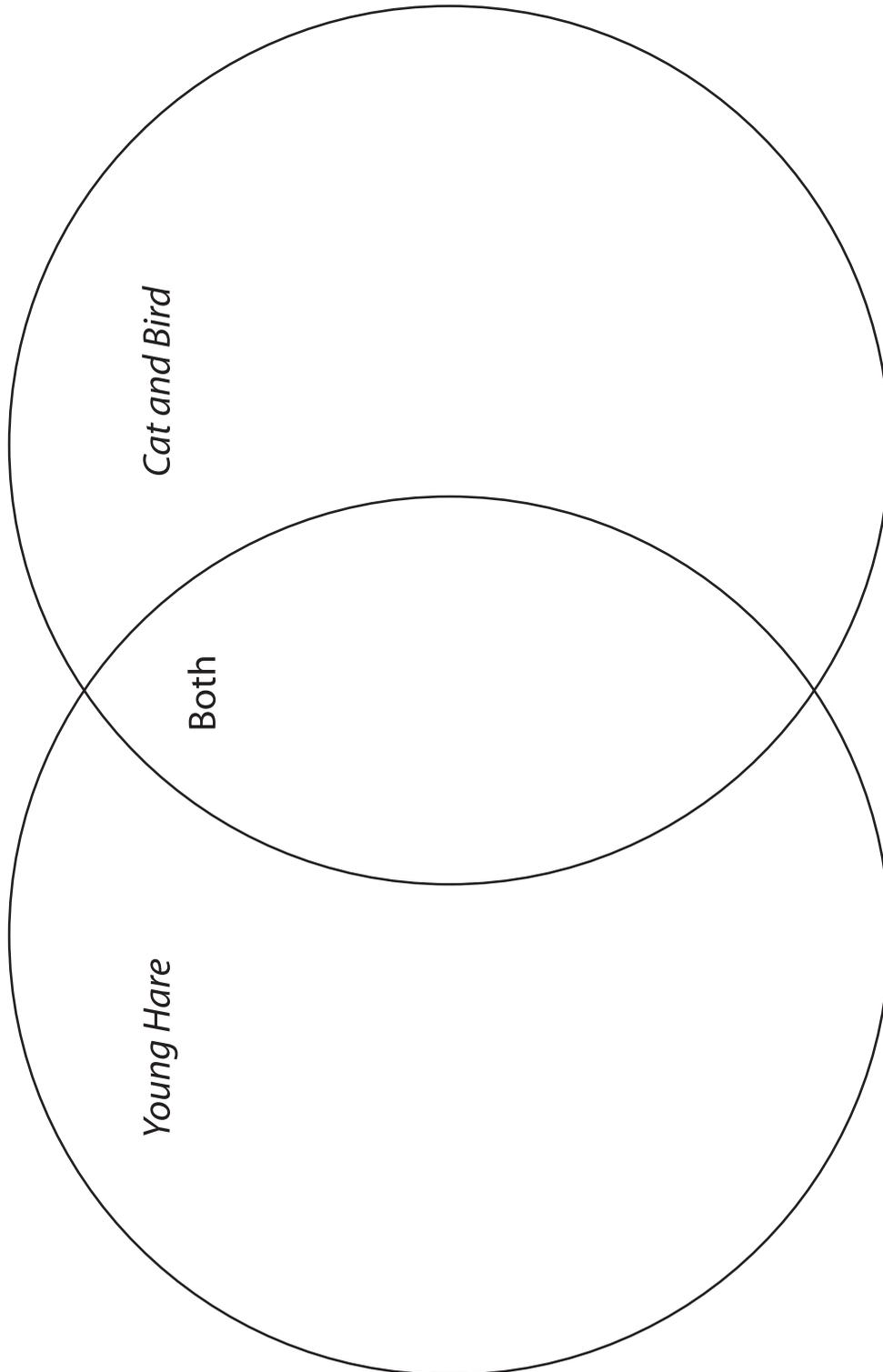


2. Describe your landscape. What colors did you choose? What types of lines? What shapes? What textures? Explain why you made these choices.

NAME: _____

Venn Diagram

Look at *Young Hare* and *Cat and Bird*. How are they different? How are they the same?



NAME: _____

Partner Portraits

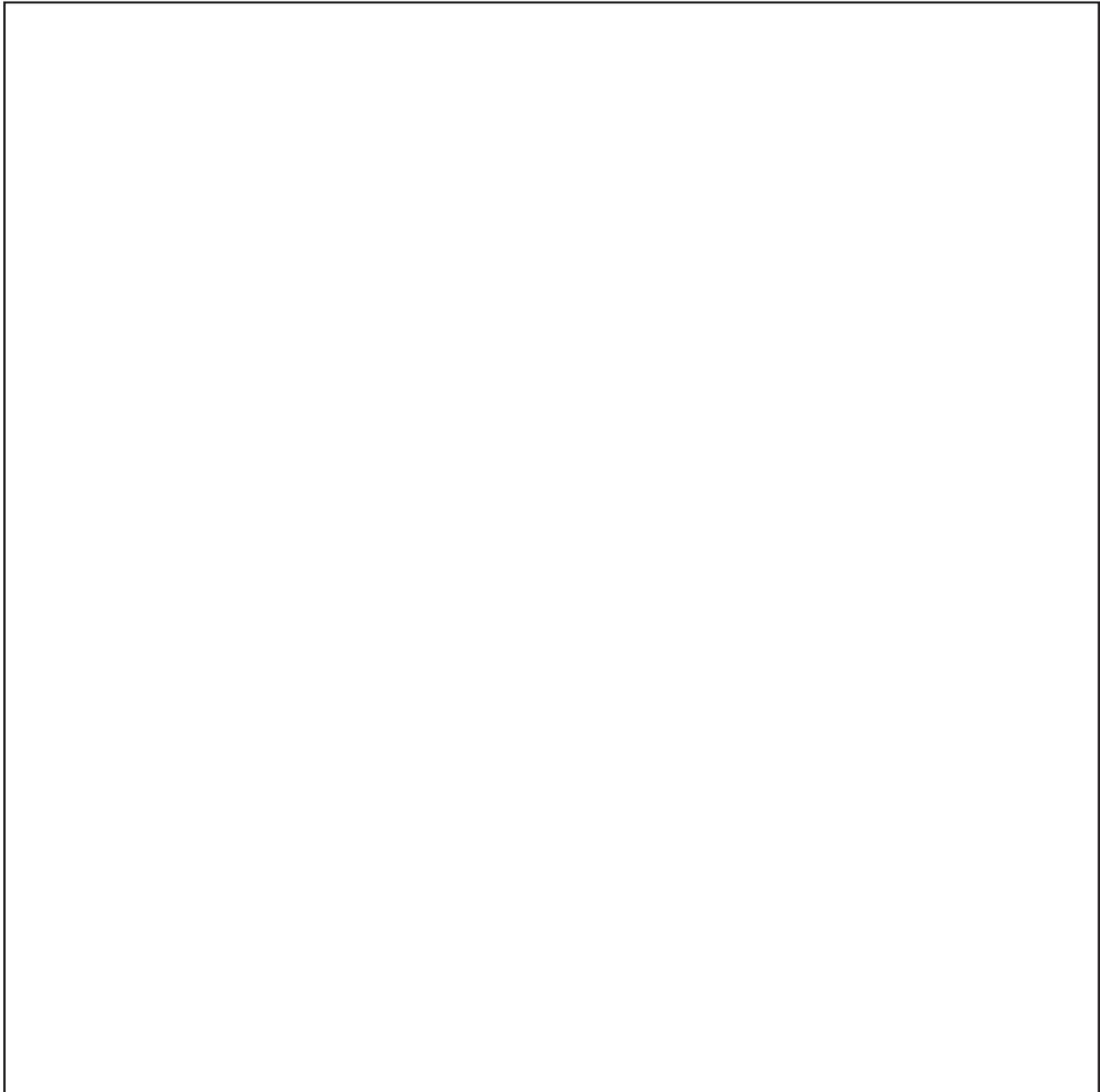
Create a blind contour portrait drawing of your partner.

1. Keep your eyes on your partner.
2. Do not look down at your paper.
3. Do not lift your pencil from your paper.



Create an abstract portrait of your partner that is inspired by your blind contour drawing.

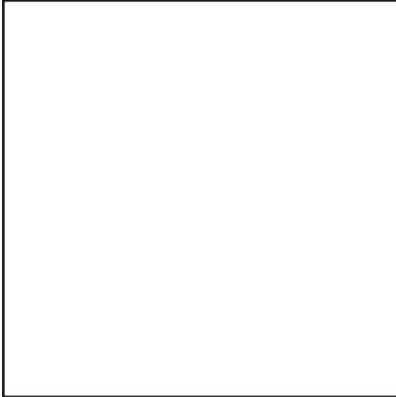
1. Look up at your partner and then down at your paper often as you draw.
2. Draw the outlines and shapes of what you see.
3. Color what you see.



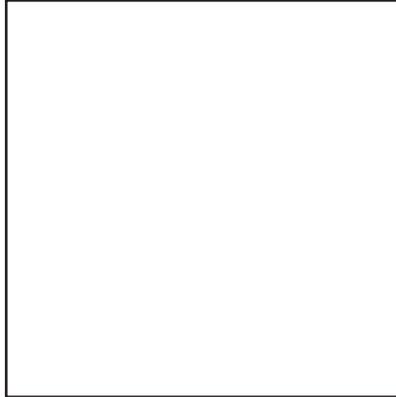
NAME: _____

Creating an Abstract Sculpture

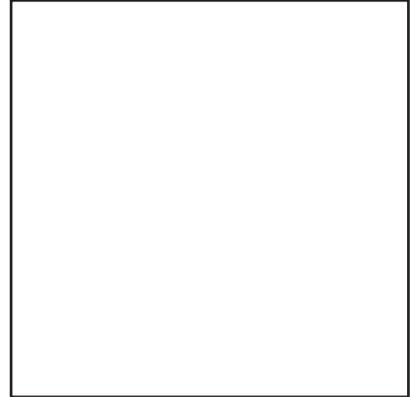
What emotion do you want to express?



What colors will you use?



What shapes will you use?



What everyday item will you be making abstract?

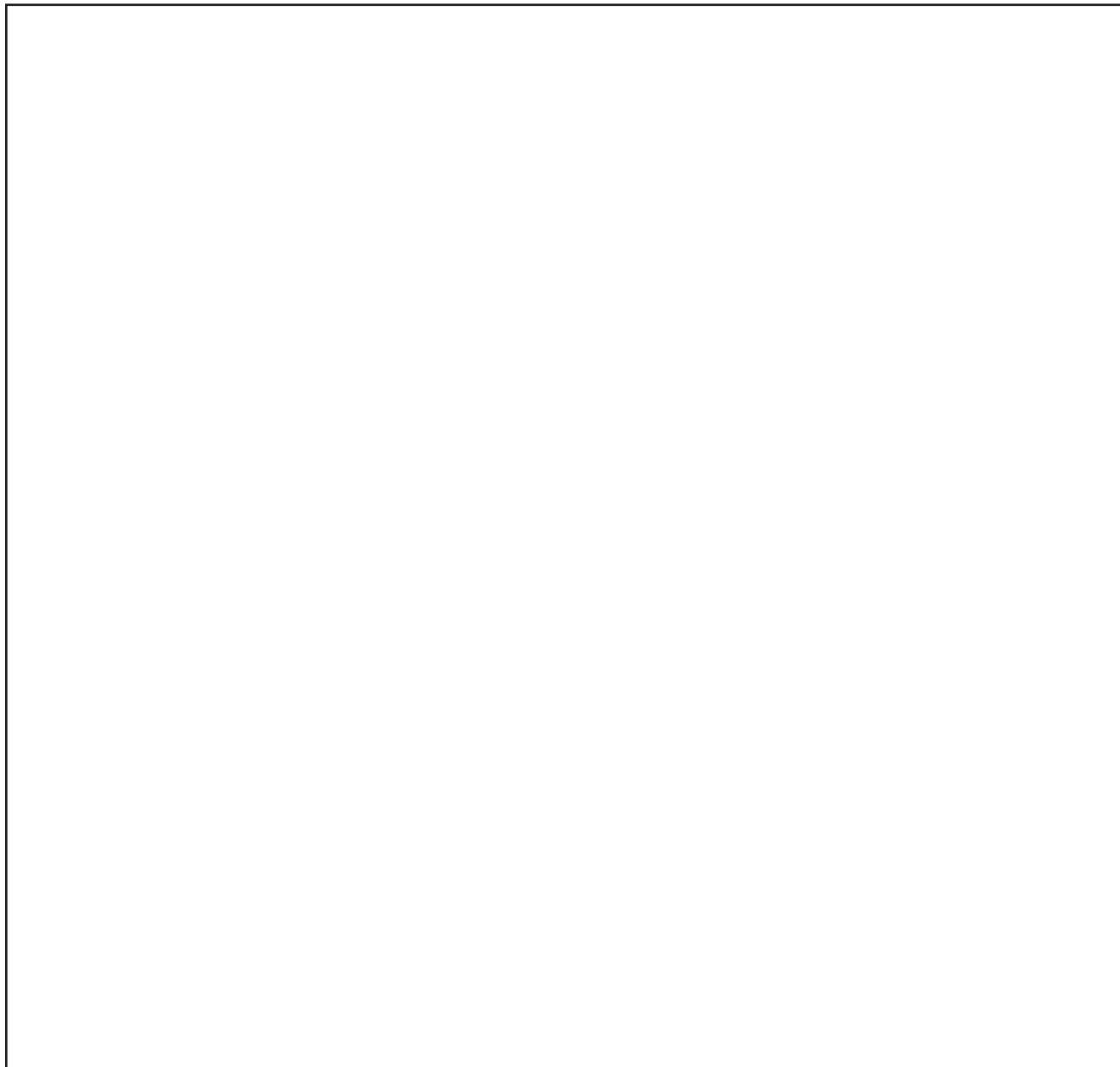
Plan your final design: Draw what you want your sculpture to look like.



NAME: _____

Create a Bird

Draw a bird in an abstract or a realistic style. Use lines, colors, and textures in your art.



Title _____

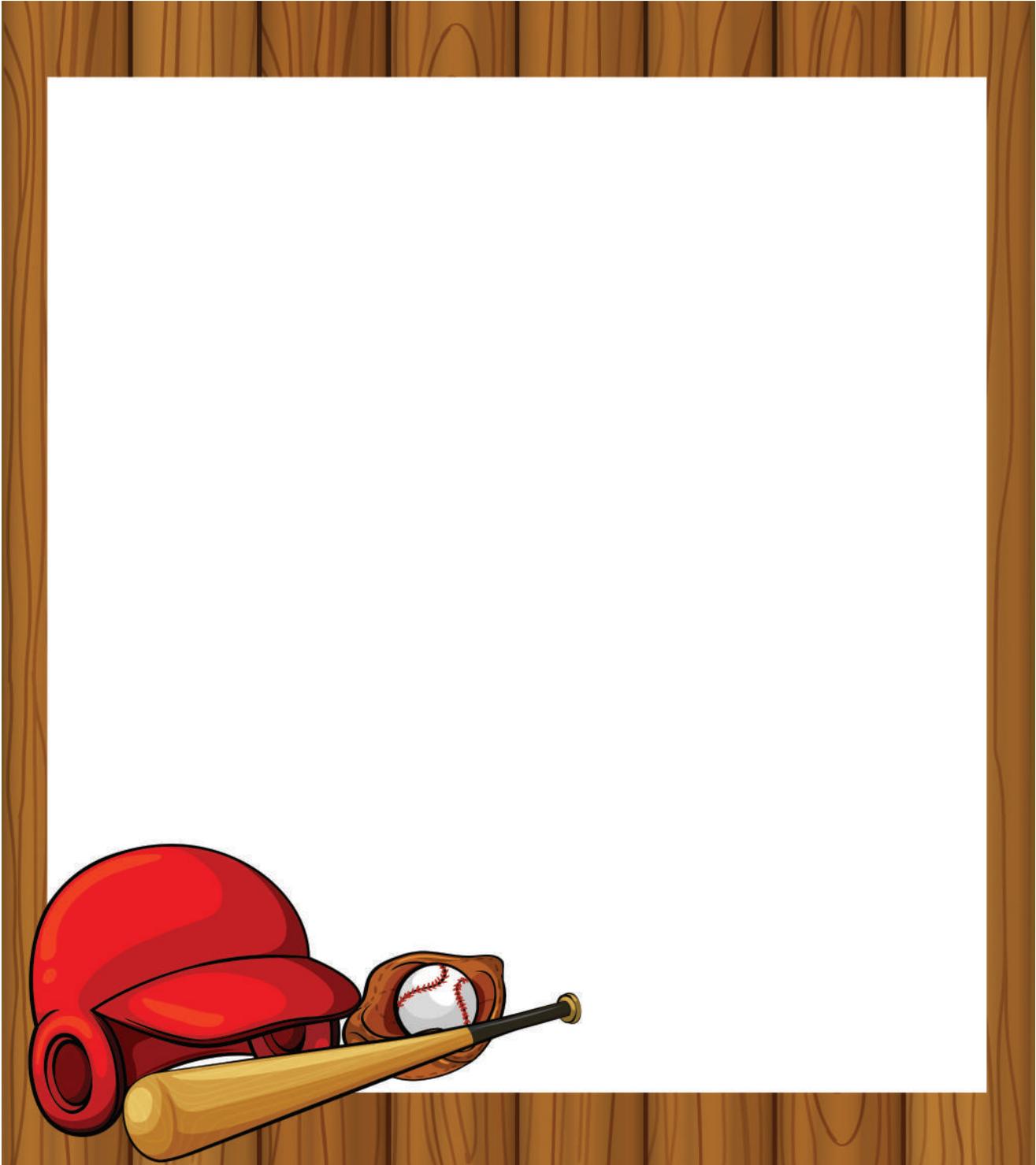
I created a/an (abstract or representational) _____

bird by using _____.

NAME: _____

Play Ball!

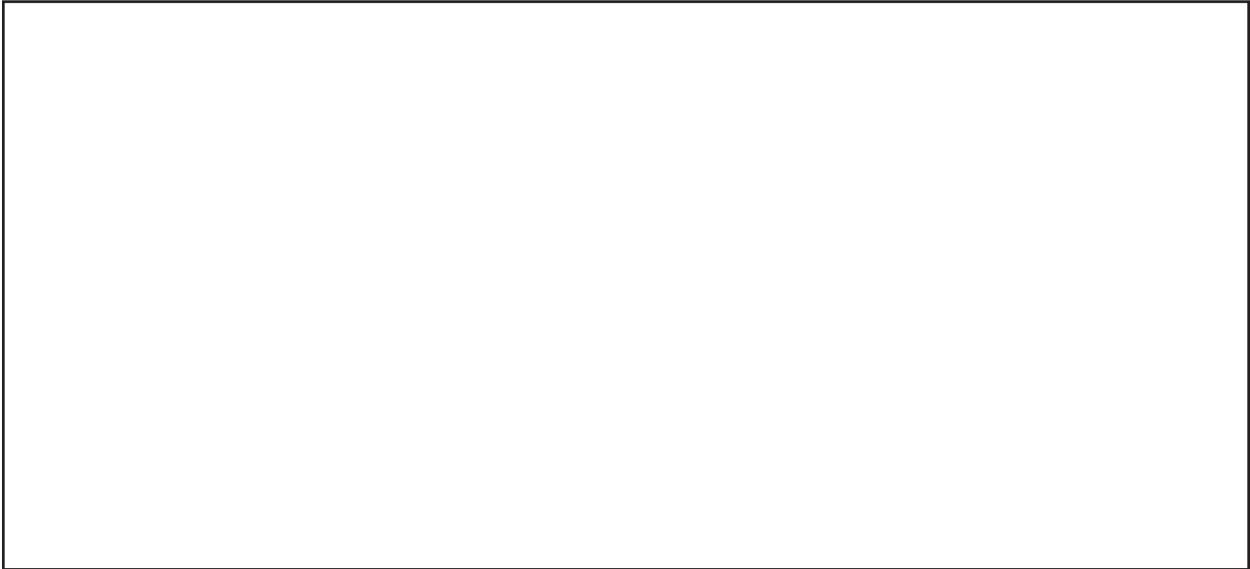
Draw a picture of the player who is throwing the ball in the box below.



NAME: _____

Drawing Movement

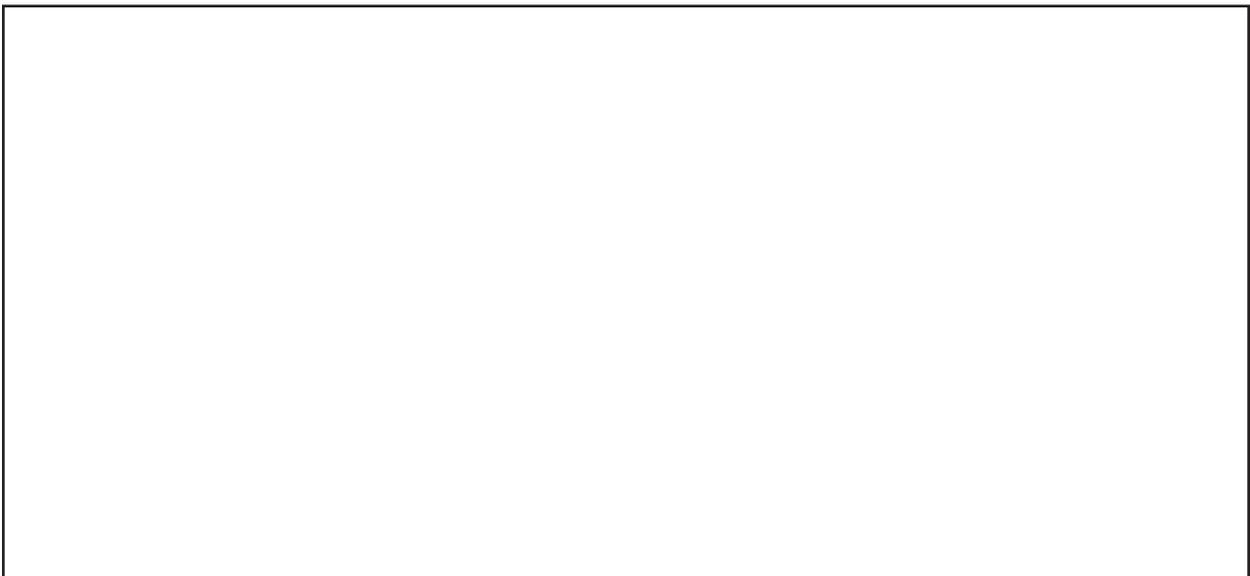
1. **My partner's pose**



2. **My plan for my painting**

I like to _____.

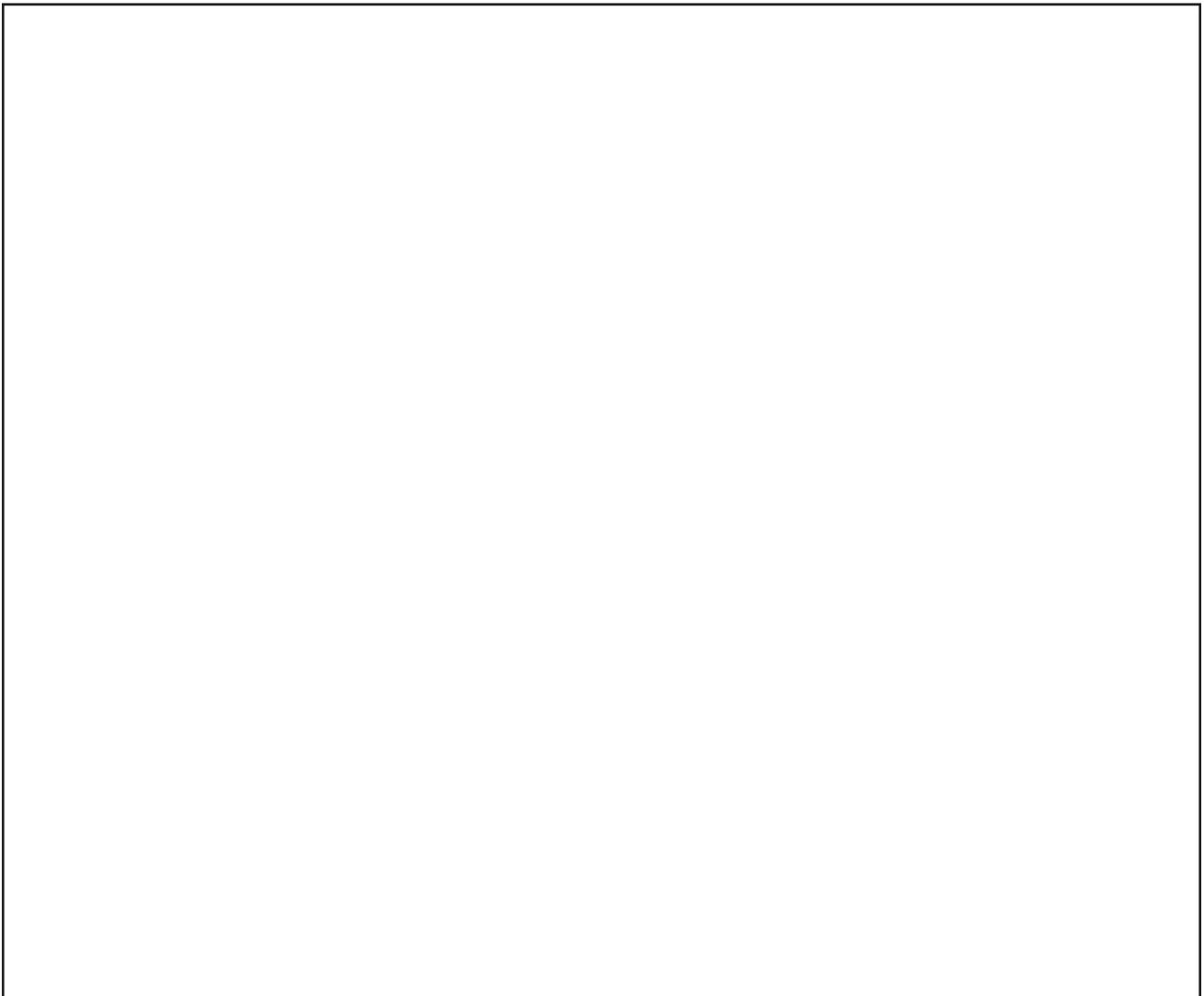
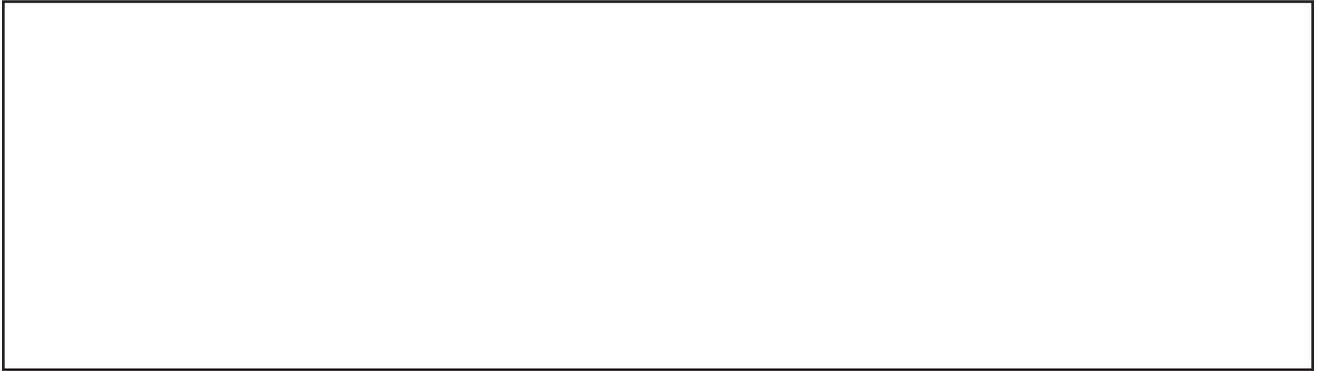
Sketch an abstract picture of you doing your favorite activity that involves movement or motion.



NAME: _____

My Discovery

I discovered _____.



NAME: _____

I and the Village

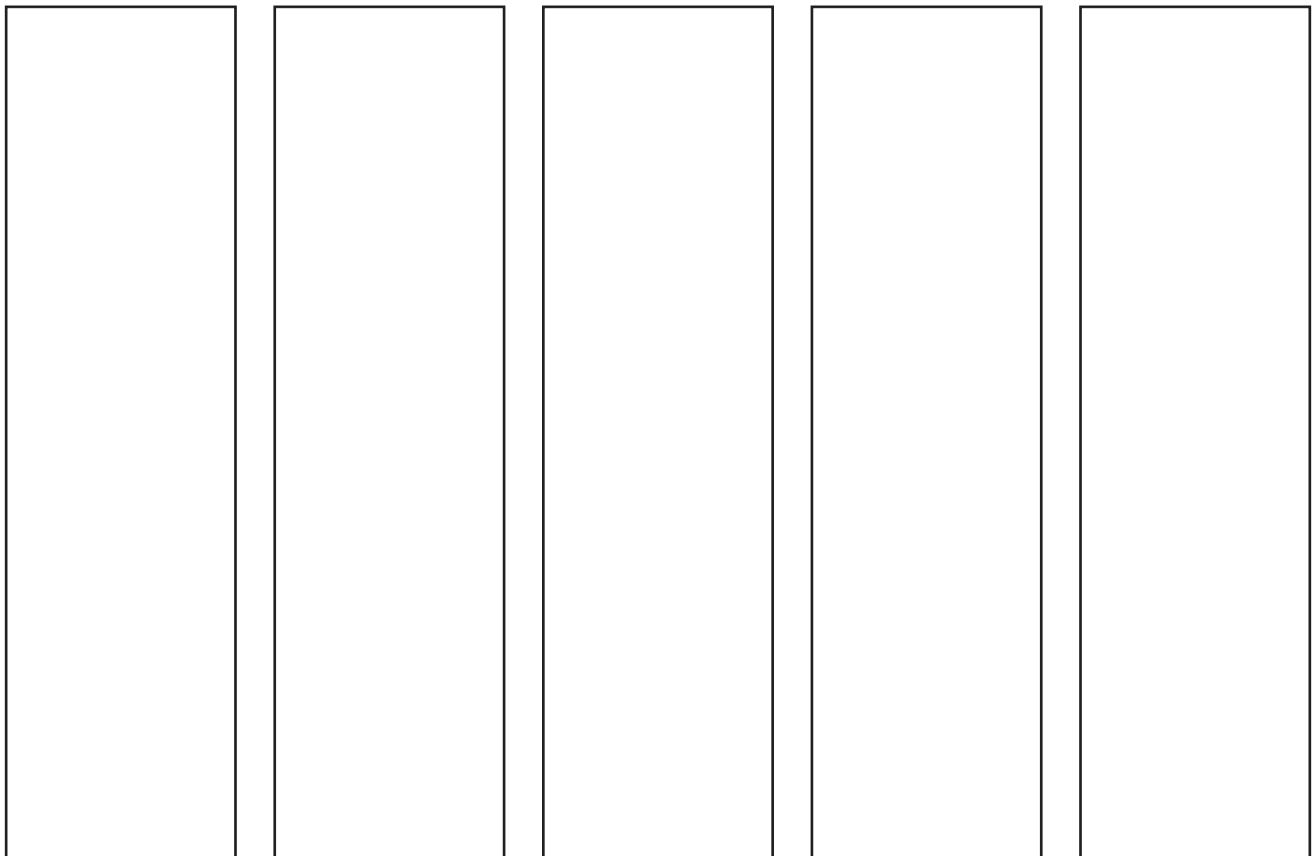
Marc Chagall, 1911

Explore

Make a list of things you see in the painting.

Reflection

What are your favorite memories? Draw five quick sketches of your favorite memories.



Unit 4 Assessment

What type of art is it?

Label each picture with a letter **R** for **Realistic** or a letter **A** for **Abstract**.



1. Explain why you chose your answer for *Young Hare*.

2. Explain why you chose your answer for *Bird in Space*.

3. Explain why you chose your answer for *I and the Village*.

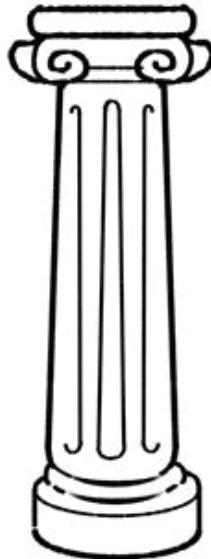
NAME: _____

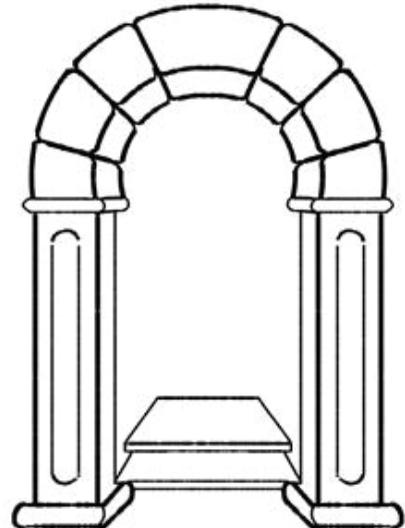
Parts of a Building

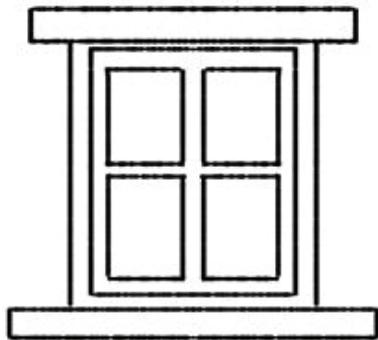
Write the name of each part of a building below its picture.

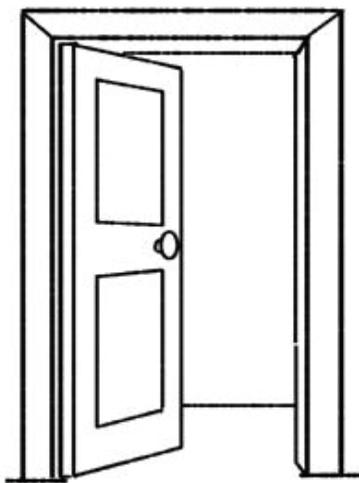
arch column dome door roof window

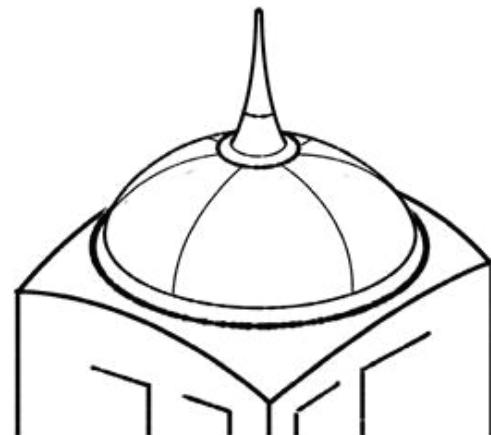












NAME: _____

The Parthenon

Ictinus and Callicrates, 448–432 BCE

Explore

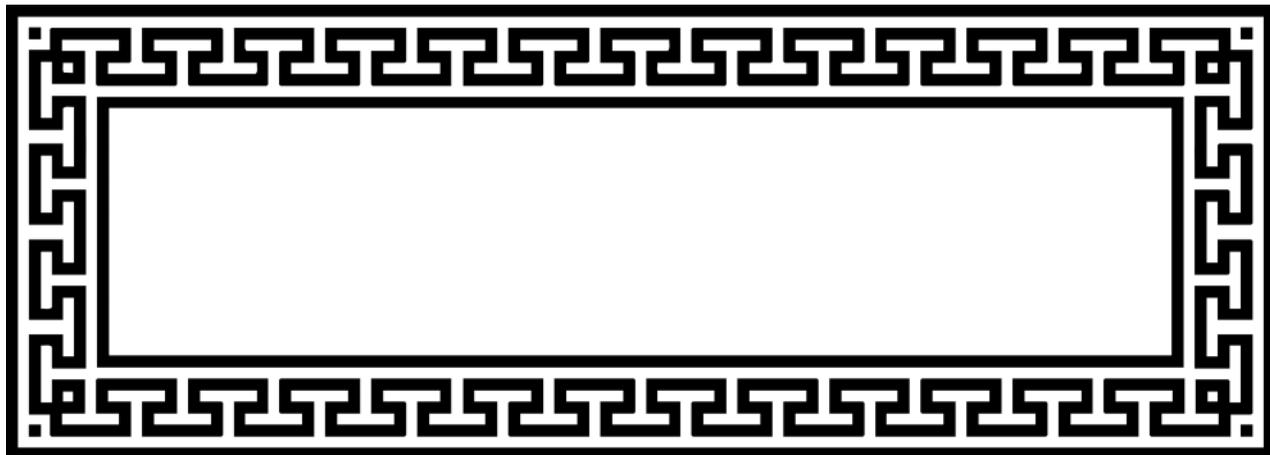
1. How many columns are on the front of the Parthenon?

2. Draw a line down the middle of the picture so that there are the same number of columns on either side of your line. How many columns are on each side?



Reflection

Imagine you are designing a building. Draw the front of the building with windows and doors. Make the building symmetrical.



NAME: _____

Dome Reflection

1. Describe the dome you designed.

2. What did you enjoy about painting your own dome?

3. Describe your experience painting on a rounded surface. How does it differ from painting on a flat surface?

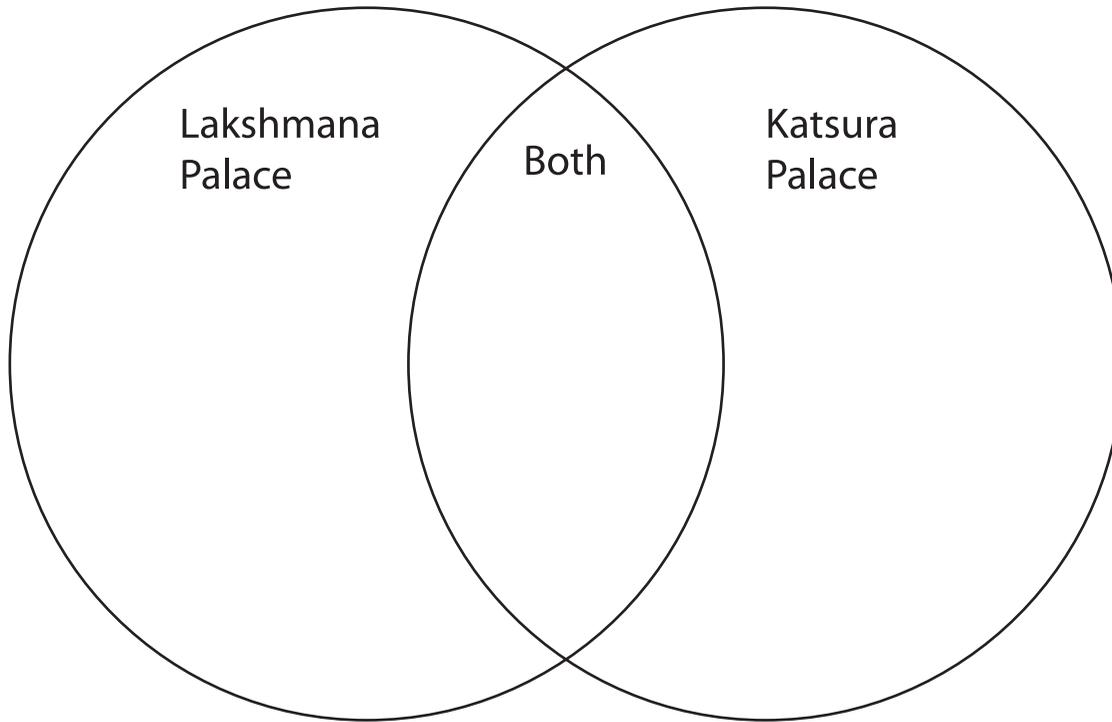
4. What does your dome mean or represent?

5. What would people do underneath your dome?

NAME: _____

Two Palaces

Look at Lakshmana Palace and Katsura Palace. How are they different? Write the answers in their own circles. How are they the same? Write how they are the same in the part that says “Both.”

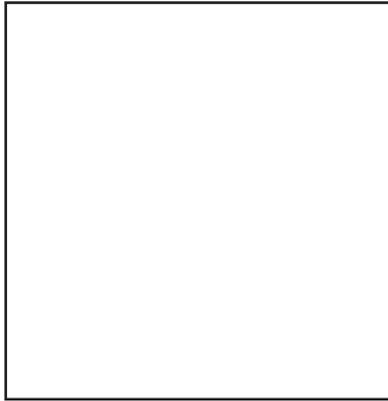


Sketch the palace you prefer.

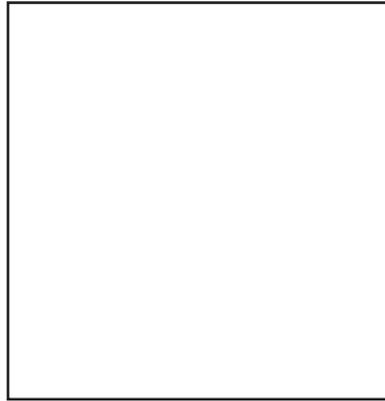
A large, empty rectangular box with a black border, intended for the student to sketch their preferred palace.

Unit 5 Assessment

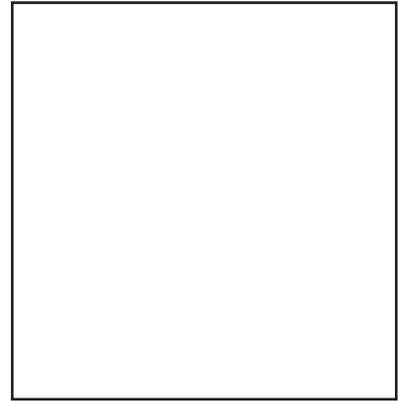
1. Look at the word under each box. Draw a picture of that word in the box.



Dome



Column



Arch

2. Draw a line of symmetry through each picture.



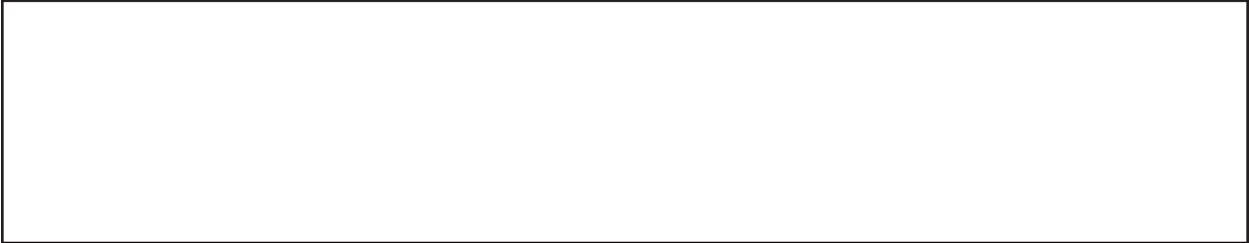
3. Draw a building of your choice. Label at least three elements of architecture you have learned about.



NAME: _____

What I Learned This Year

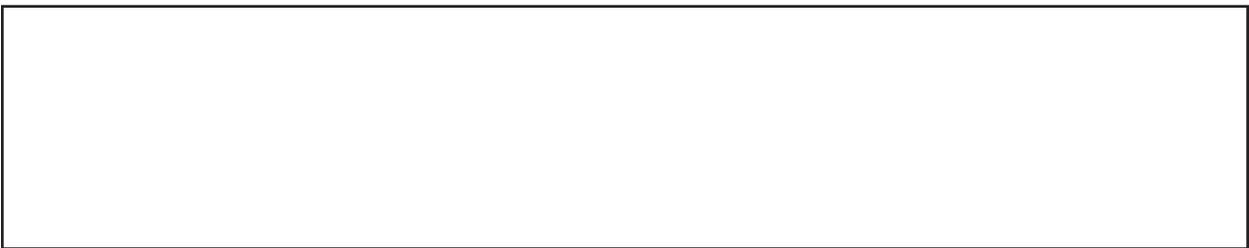
1. Draw the three kinds of straight lines in the box.



2. Look at the artwork your teacher shows you. Draw a tree if it is a landscape, a face if it is a portrait, or a cup if it is a still life.



3. Draw an abstract or a realistic image of an animal.



Was your drawing abstract or realistic? Circle your response below.

abstract realistic

4. Draw a picture of an arch.





Core Knowledge[®]

**Grade 2
Art Masterpieces**



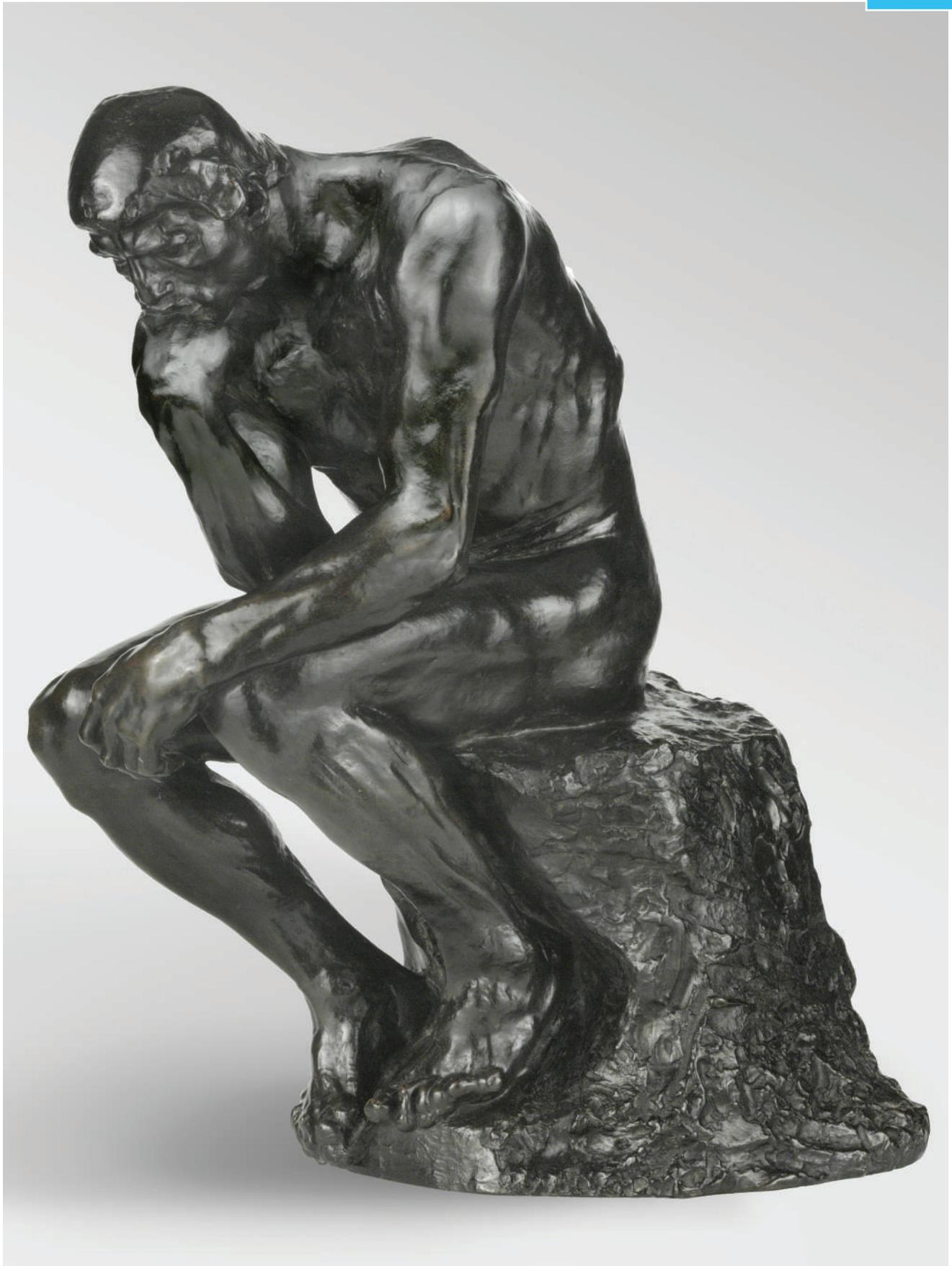
Mother and Child by Pablo Picasso

The Great Wave by Katsushika Hokusai





Flying Horse, One Leg Resting on a Swallow



The Thinker by Auguste Rodin



View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow by Thomas Cole



View of Toledo by El Greco



Virgin Forest at Sunset by Henri Rousseau



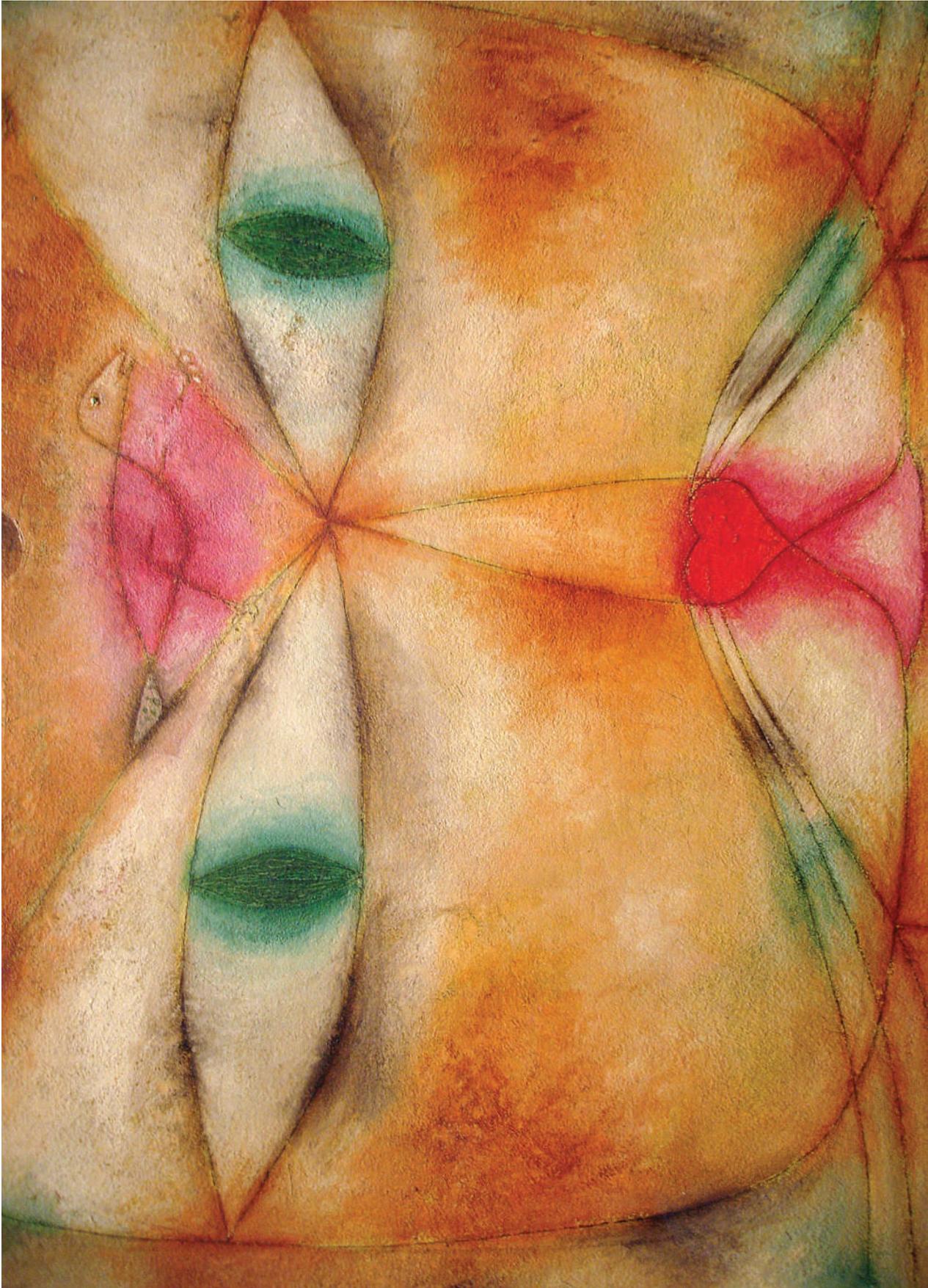
The Starry Night by Vincent van Gogh



Baptism by Clementine Hunter



Young Hare by Albrecht Dürer



Cat and Bird by Paul Klee



Bull's Head by Pablo Picasso



Bird in Space by Constantin Brancusi



Passenger Pigeon by John James Audubon



I and the Village by Marc Chagall



The Parthenon by Ictinus and Callicrates



Great Stupa



Lakshmana Palace



Katsura Palace



Core Knowledge Visual Arts®

Editorial Director

Linda Bevilacqua

Editorial Staff

Sue Herndon

Design Manager

Ivan Pesic

Subject Matter Expert

Jacqueline Kern, Ph.D.

Visual Arts Educator

The Batt School

Juno Beach, Florida

Illustration and Photo Credits

Album / Alamy Stock Photo: 26b, 59

amphotos / Alamy Stock Photo: 10b

Ben Pruchnie / Alamy Stock Photo: 71

Brian Irwin / Alamy Stock Photo: 31a

Chris Willson / Alamy Stock Photo: 31b

Christophe Coat / Alamy Stock Photo: 37

colaimages / Alamy Stock Photo: 57

Daniel Cole / Alamy Stock Photo: 22

dbtravel / Alamy Stock Photo: Cover B, 69

Dmitry Rukhlenko - Photos of India / Alamy Stock Photo: 67

Ectopistes migratorius, passenger pigeon, Plate 62 from John James Audubon's Birds of America, original double elephant folio, 1827–30 (hand-coloured aquatint)/Audubon, John James (1785–1851) / American/Natural History Museum, London, UK/© Natural History Museum, London / Bridgeman Images: i, iii, 61

funkyfood London - Paul Williams / Alamy Stock Photo: 28a

Geo Images / Alamy Stock Photo: 7b

Heritage Image Partnership Ltd / Alamy Stock Photo: Cover A

incamerastock / Alamy Stock Photo: 47

Keith J Smith. / Alamy Stock Photo: 8

Konstantin Kirillov / Alamy Stock Photo: 5

Mother and Child, 1922 (oil on canvas)/Picasso, Pablo (1881–1973) / Spanish/Baltimore Museum of Art, Maryland, USA/Baltimore Museum of Art / © Succession Picasso/DACS, London 2025 / Bridgeman Images: 35

Nirut Saelim / Alamy Stock Photo: Cover D

Peter Hermes Furian / Alamy Stock Photo: 6, 28b

PhotoEdit / Alamy Stock Photo: 10c

Sean Pavone / Alamy Stock Photo: 31c

Sorin Colac / Alamy Stock Photo: 65

steeve-x-art / Alamy Stock Photo: 51

The Artchives / Alamy Stock Photo: 55

The History Collection / Alamy Stock Photo: 39

The Starry Night, June 1889 (oil on canvas)/Gogh, Vincent van (1853–90) / Dutch/Museum of Modern Art (MoMA), New York, USA/Bridgeman Images: 49

The Thinker, modeled 1880–81, cast by Alexis Rudier (1874–1952), 1924 (bronze)/Rodin, Auguste (1840–1917) / French/Philadelphia Museum of Art, Pennsylvania, PA, USA/Philadelphia Museum of Art / Bridgeman Images: 41

View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow, 1836 (oil on canvas)/Cole, Thomas (1801–1848) / American/Metropolitan Museum of Art, New York, USA/Bridgeman Images: 28

View of Toledo, c.1597–99 (oil on canvas)/Greco, El (Domenico Theotocopuli) (1541–1614) / Greek/Metropolitan Museum of Art, New York, USA/Bridgeman Images: 45

World History Archive / Alamy Stock Photo: Cover C, 26c, 63

Young Hare, 1502 (watercolour)/Dürer or Duerer, Albrecht (1471–1528) / German/Graphische Sammlung Albertina, Vienna, Austria/© Erich Lessing / Bridgeman Images: 26a, 53

CKVA™
Core Knowledge **VISUAL ARTS™** **GRADE 2**

**Core Knowledge Visual Arts (CKVA) and Core Knowledge Music (CKMusic)
Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expressions and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

Core Knowledge **GRADE 2**

units in this volume include:

Elements of Art
Sculpture
Landscapes
Abstract Art
Architecture

**See Core Knowledge Music Grade 2 for more
information about Grade 2 Music units.**

www.coreknowledge.org

Core Knowledge Curriculum Series™