

# VISUAL LANGUAGE

## 2<sup>nd</sup> GRADE



## VISUAL LANGUAGE I (K-3)

Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs



Exercise Examples

### SUMMARY

“Learning to design is learning to see, an adventure that gets more and more captivating the further you go.” - *Oliver Reichenstein*

**Visual Language I** is a strategic sequencing of educational visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building

exercises from the celebrated Waichulis curriculum (designed for the International Ani Art Academies) **Visual Language I** seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

“Visual arts education is now understood as critical and necessary for success in a world that is making a paradigm shift to a global model requiring higher order thinking, creativity, problem-solving, and flexibility. Even Benjamin Bloom’s Taxonomy of Learning Domains – a standard model for the classification of intellectual behaviors related to learning – has been revised and restructured to make “Creating” the top of the hierarchy. The taxonomy now reflects not only the arts, in particular, but also a relevance to 21st century work. Visual arts learning includes all three of Bloom’s domains of educational activities leading to higher order thinking.” - *Darien Public Schools Art Department, Connecticut.*

# VISUAL LANGUAGE I (K-3)

## OBJECTIVES

- Acquisition of media skills and processes necessary for life-long artistic learning and application.
- Development of adaptable/transferable fine motor control and hand-eye coordination.
- Development of the ability to depict, analyze and interpret the world in visual form.
- Development of creative and communication skills so as to successfully express ideas through artistically proficient products.
- Identification and exploration of the scientific and psychological aspects of the art experience.
- Development of problem-solving and critical-thinking skills.
- Strengthening of creative thinking and inventiveness.
- Development of a deeper understanding of human behavior, motivation, diversity, culture, and history.

## SPECIAL NOTE

This sequential framework that is **Visual Language I (II, and III)** should be viewed as an organic system that can be altered and/or augmented to fit the specific needs of the classroom. With this in mind, it is highly recommended that the **Visual Language I** exercises be assigned in the order that they are presented so as to maximize development.

Additionally, these exercises are not meant to displace any popular pre-existing art projects that provide a fun creative experience for many, many students. The sequential framework provided here is

intended to augment that creative experience with focused practice so as to achieve the aforementioned objectives. (Please feel free to send any suggestions or feedback to [aaawaichulis@gmail.com](mailto:aaawaichulis@gmail.com). Through constructive feedback and input we hope to continue to improve on this early framework.)

## STANDARDS

Kindergarten Literacy: CCSS.ELA-LITERACY.RL.K.4, CCSS.ELA-LITERACY.RL.K.5, CCSS.ELA-LITERACY.RI.K.3, CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.3,

Kindergarten Math: CCSS.MATH.CONTENT.K.CC.A.1, CCSS.MATH.CONTENT.K.G.A.2, CCSS.MATH.CONTENT.K.G.A.3, CCSS.MATH.CONTENT.K.G.B.4, CCSS.MATH.CONTENT.K.G.B.5, CCSS.MATH.CONTENT.K.G.B.6

1st Grade Literacy: CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.3, CCSS.ELA-LITERACY.RI.1.4, CCSS.ELA-LITERACY.RI.1.6, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.3,

1st Grade Math: CCSS.MATH.CONTENT.1.G.A.1, CCSS.MATH.CONTENT.1.G.A.2,

2nd Grade Literacy: CCSS.ELA-LITERACY.RI.2.4, CCSS.ELA-LITERACY.RI.2.7, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.3

2nd Grade Math: CCSS.MATH.CONTENT.2.G.A.1,

# VISUAL LANGUAGE I (K-3)

3rd Grade Literacy: CCSS.ELA-LITERACY.RI.3.4, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.3,  
3rd Grade Math: CCSS.MATH.CONTENT.3.G.A.1

National Visual Arts Standards K-4: 1.a, 1.d, 2.c, 3.b,

## MATERIALS

The materials for the **Visual Language I** exercises can be determined by classroom availability and the individual wishes of the teacher. Exercises may be carried out with plain paper, graphite pencil, crayon, marker, colored pencil, watercolor, acrylic, and construction paper of various colors. Additionally, some exercises may require glue, scissors and additional objects like paper plates. Please see individual exercise sheets for any specific materials required.

## BASIC STRATEGY

**The Visual Language I** exercises echoes the same visual element chronology as Anthony Waichulis' Language of Drawing and Language of Painting programs. The general sequence is as follows: DOT, LINE, SHAPE, VALUE, and COLOR. You may see COLOR and VALUE trade order from Kindergarten to third grade as some concepts essential to VALUE and COLOR are more complex and thus are not addressed until the latter.

**Visual Language I** combines current day art projects found in most K-3 classrooms and infuses them with the LoD/LoP general sequence of development. This strategy aims to successfully balance familiarity and tradition with focused practice and efficiency.

## STEPS:

See attached documentation.

# VISUAL LANGUAGE I, II, III

*Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs*



*“Learning to design is learning to see, an adventure that gets more and more captivating the further you go.”*

Oliver Reichenstein

The Visual Language program is a strategic sequencing of visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building from the celebrated Waichulis curricula, The Visual Language system seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

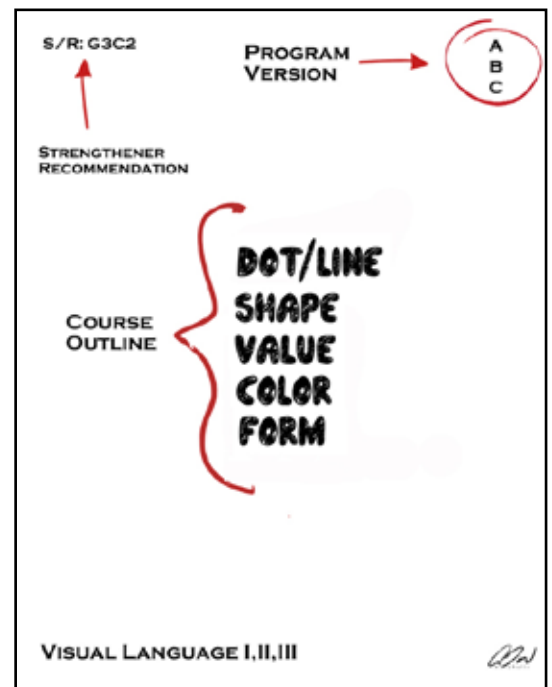
Each grade repeats the same journey connecting dots with line, configuring lines into both shapes and values, marries value to shape to yield form, and then ignites each element with the magnificent contributions of color. Repetition is a key component for this learning model however great care was taken to embed it into a myriad of various arenas. For example, the earliest exercises in these K-12 adaptations place the same focus on dot-line repetition that is found in the successful Waichulis curricula--however--this repetitions is hidden in a number of matching challenges, connect-the-dot projects, guiding tracings and puzzles. Additionally, this variety presents significant opportunities for collateral contributions to other areas of study.

Visual Language I, II and III follows a theoretically sound process and rational sequence that is inherent to most successful educational systems. It is highly recommended that while teachers may customize the content of the individual sections, the overall hierarchy of development should remain intact. **(Dot-Line-Shape-Value-Color-Form.)**

Cover sheet will divide key sections for easy navigation and planning. Additional cover sheets for particular exercises may be added to help teachers understand why a certain project may be beneficial.

In addition, exercise sheets will contain a program version or “depth-route” indicator that will rate a particular exercise’s impact for better planning based on available classroom hours. While each grade follows the same sequential pattern of the **Dot, Line, Shape, Value, Color, Form** – worksheets will now contain a depth code of A,B, or C: “A” representing a course with minimal hours to invest, “B” representing intermediate, and “C” representing a robust course. This way teachers can effectively and efficiently strategize with a clear and quick reference based on their time.

‘Strengthening indicators’ can also be found on certain assignment pages. These indicators will suggest potential exercises within the overall curriculum (if applicable) that will allow a student to try their hand at an early activity that may better prepare the student for the marked challenge. (For example – on a particularly challenging grade 4 Line assignment sheet you may see a strengthening exercise recommendation for a Grade 3 exercise, Line section, Page 7.)



**DOT / LINE**

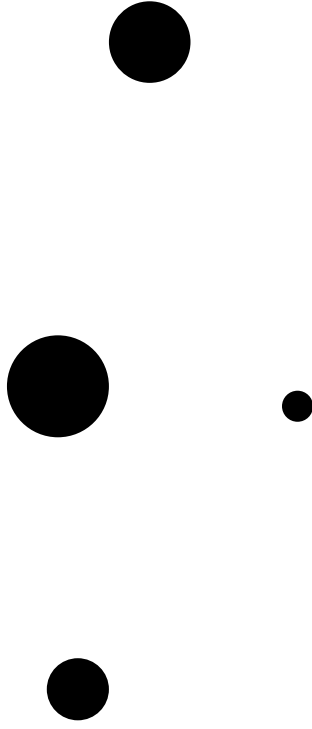
SHAPE

VALUE

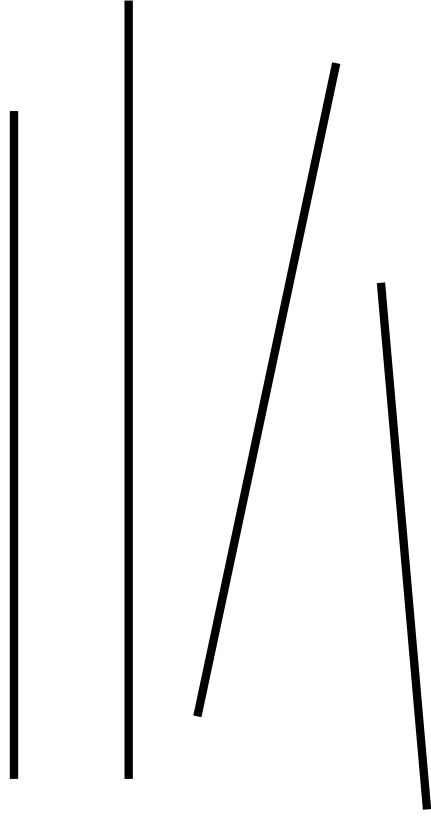
COLOR

FORM

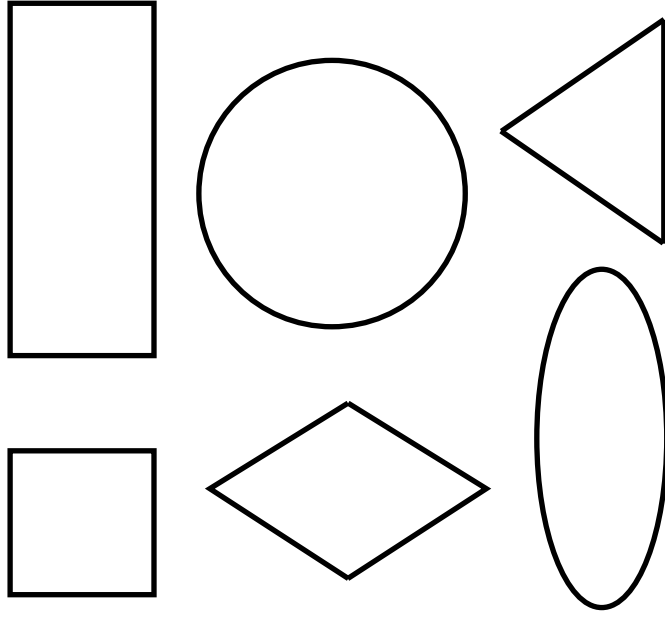
**DOT**



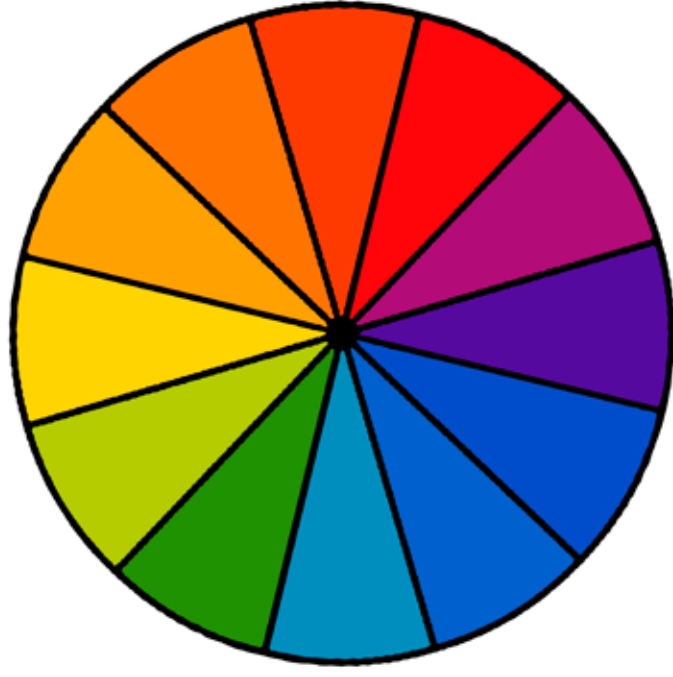
**LINE**



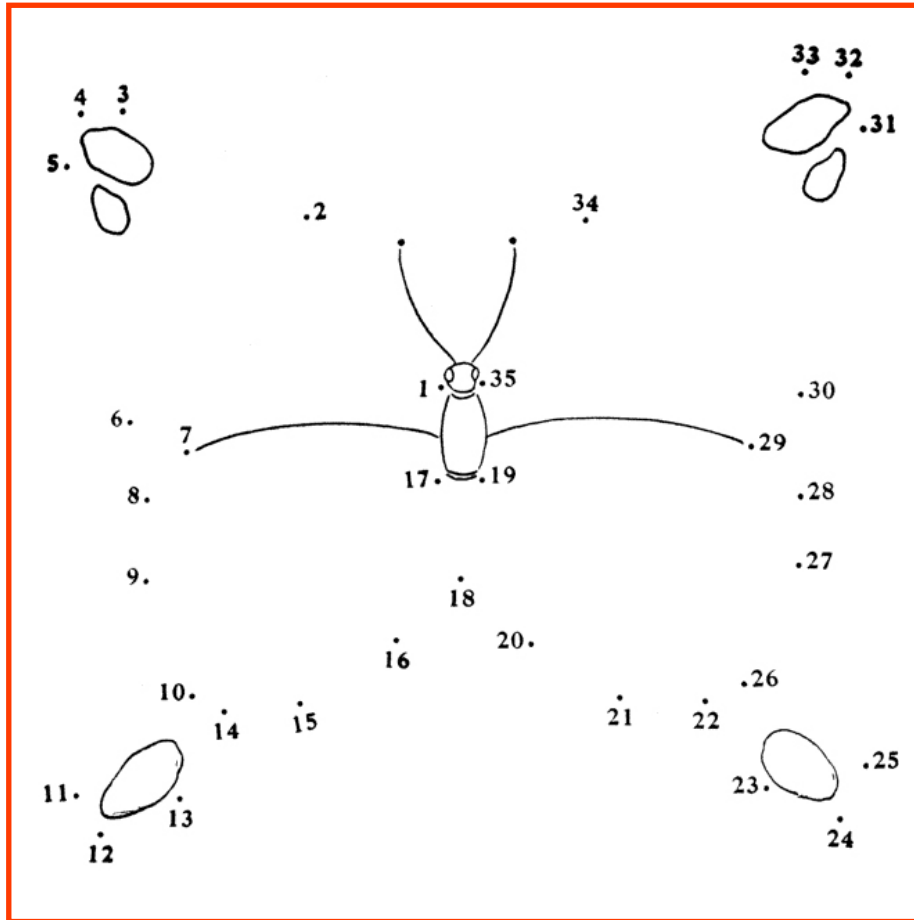
**SHAPE**



**COLOR**

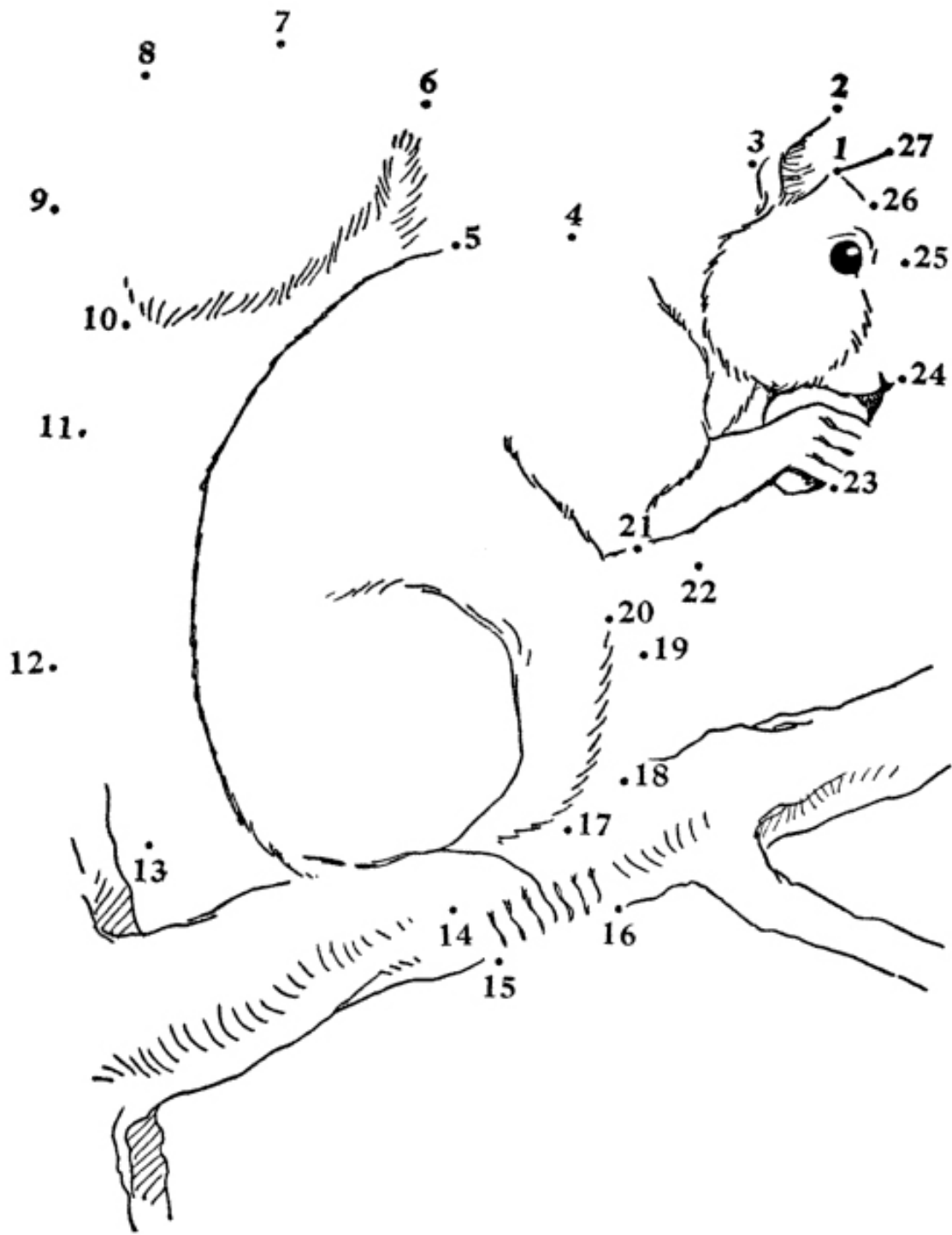


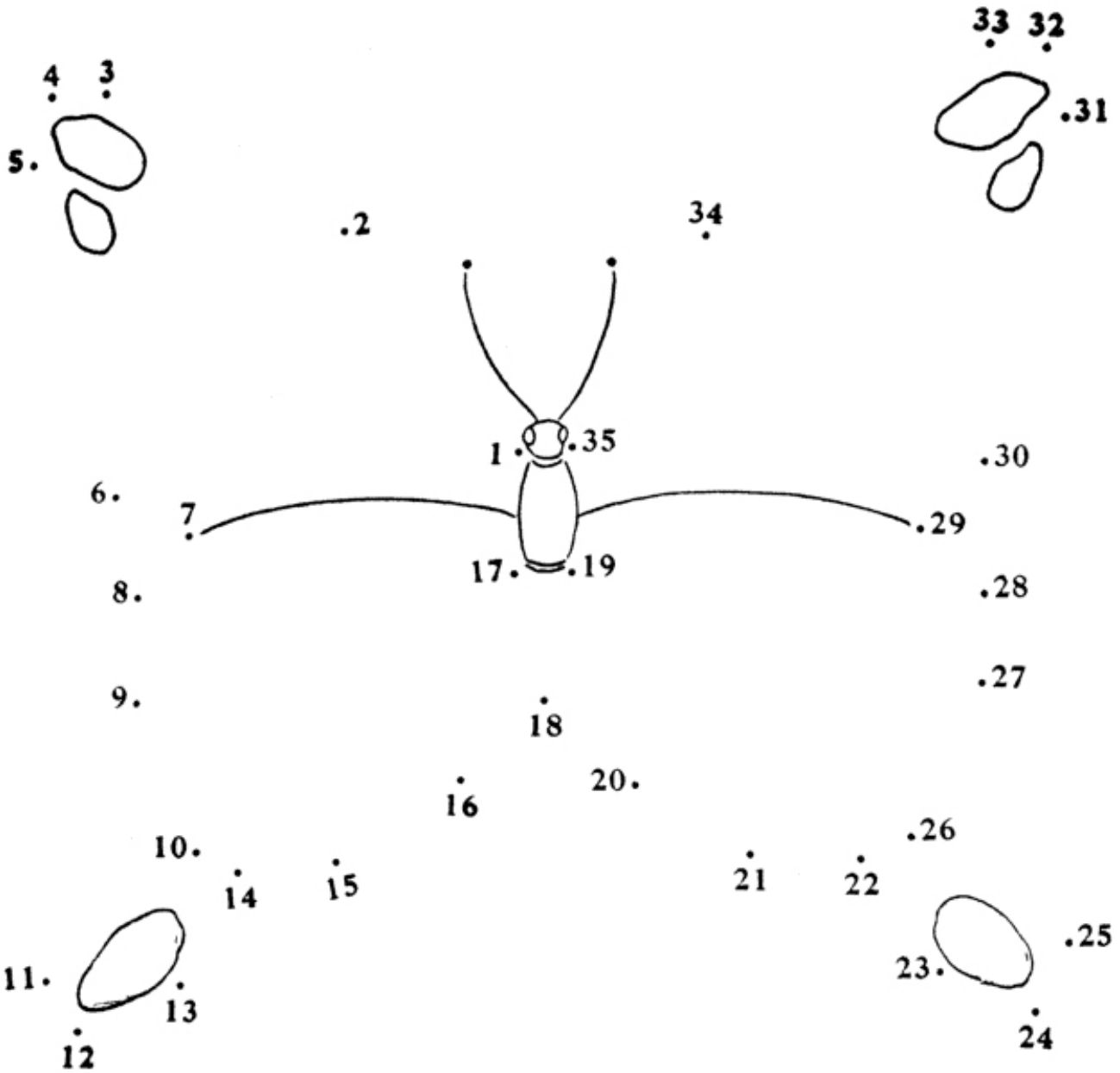
**The Connect-the-Dots portion of this Lesson Plan framework can use any Connect-the-Dots exercises of increasing difficulty that the teacher deems appropriate. The following examples were acquired online.**

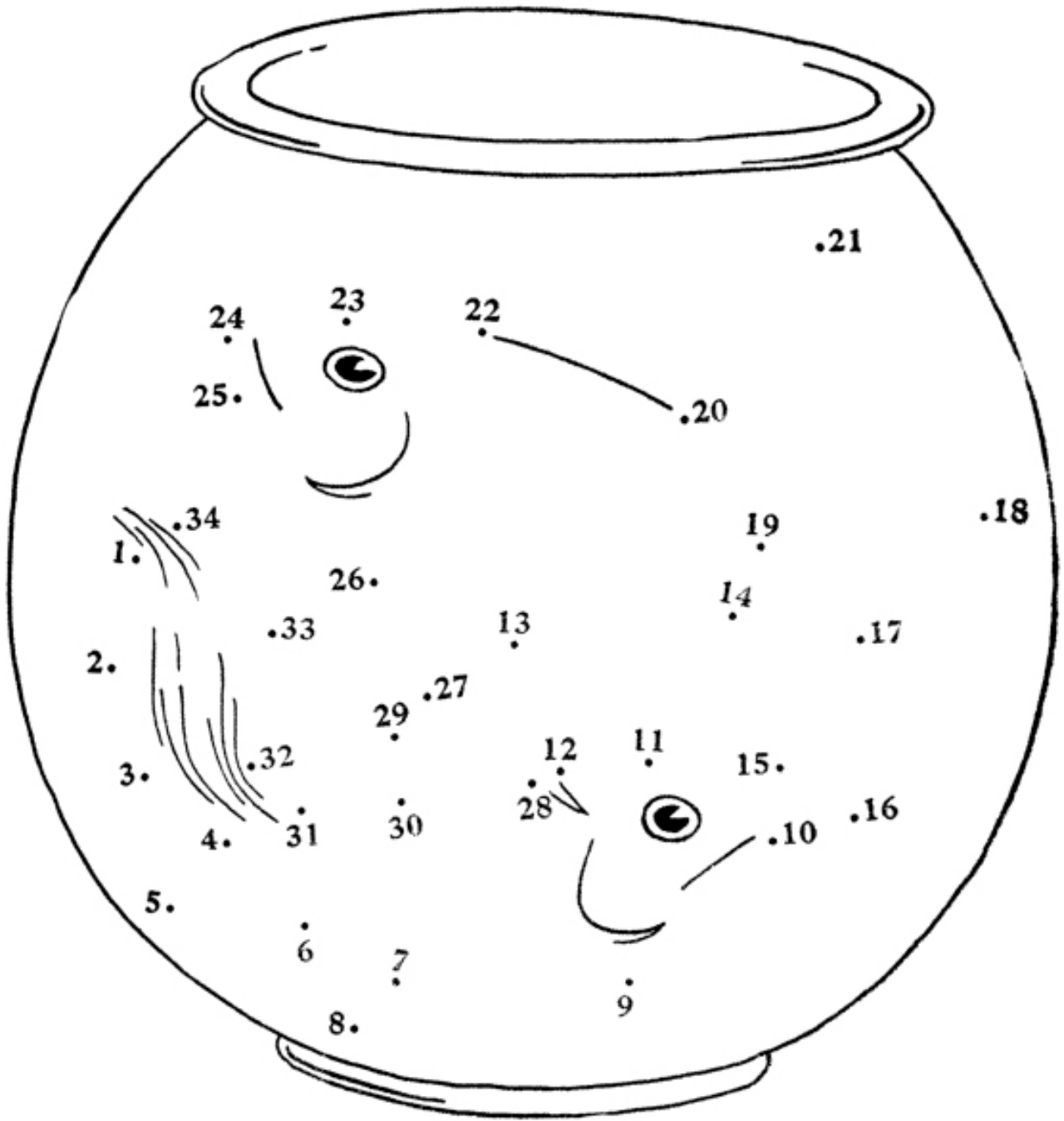


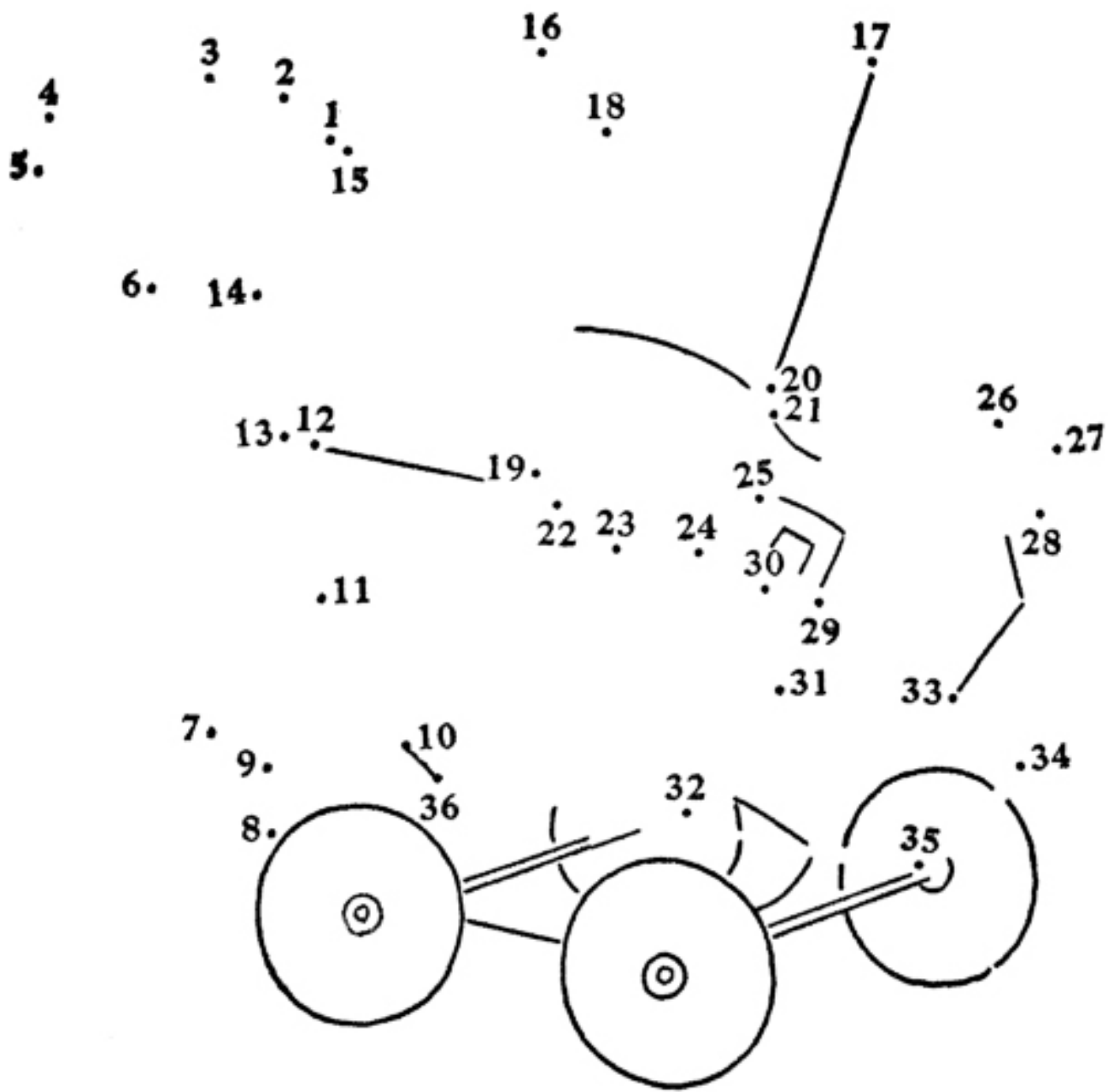
**General  
Example**

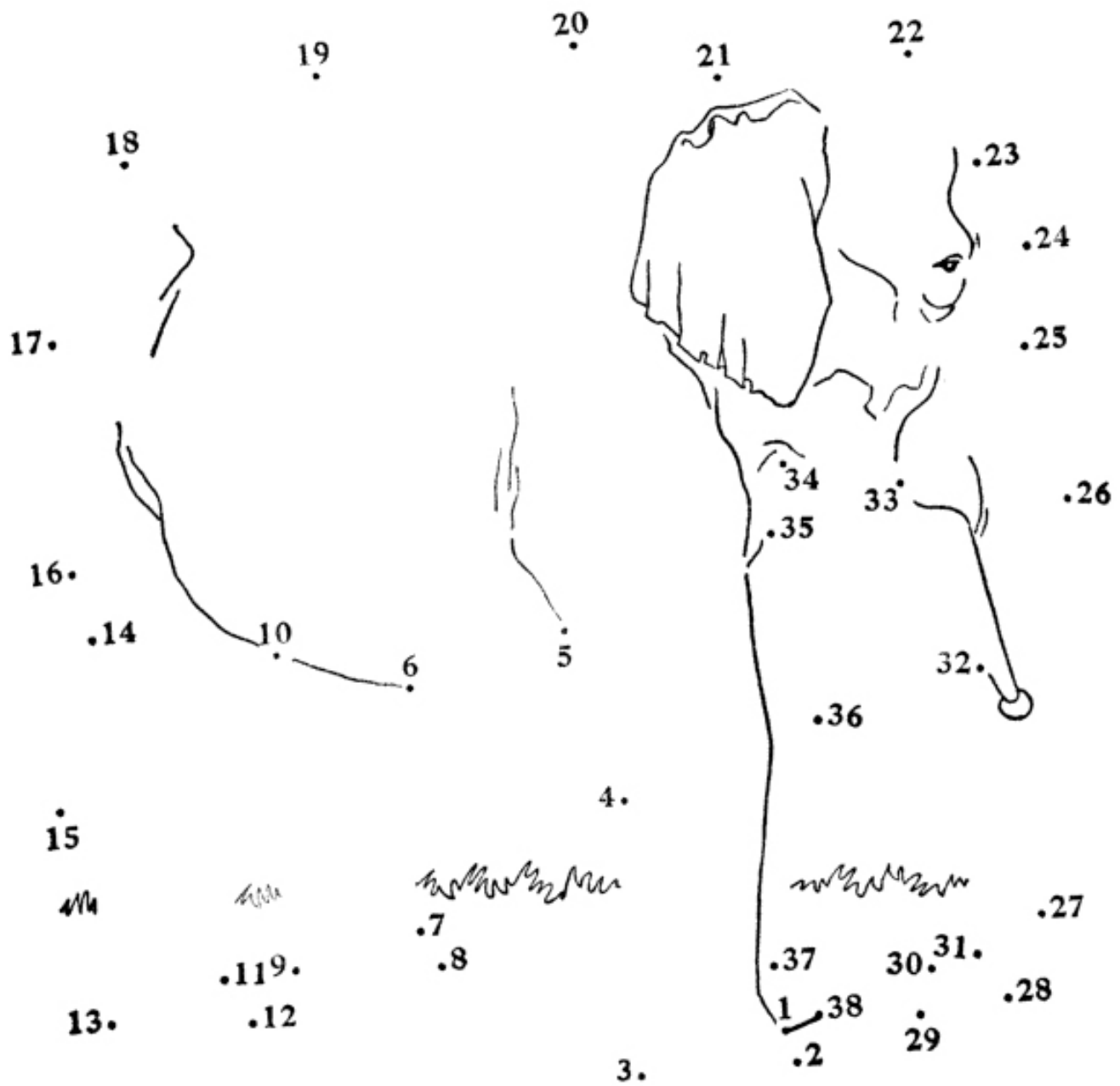












# VISUAL LANGUAGE I, II, III

DOT / LINE

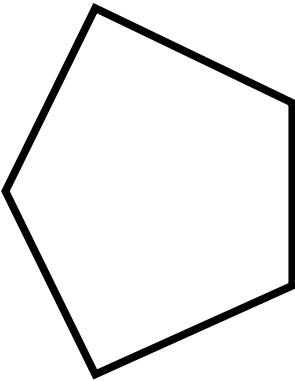
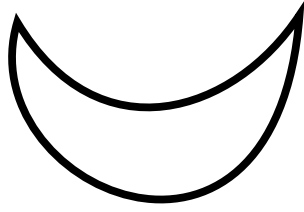
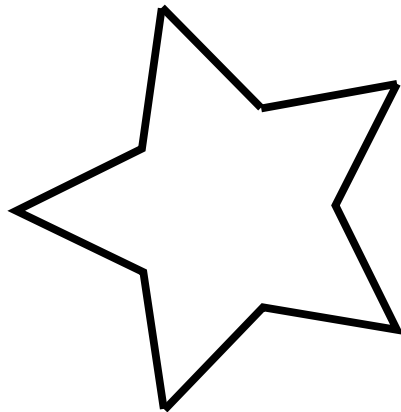
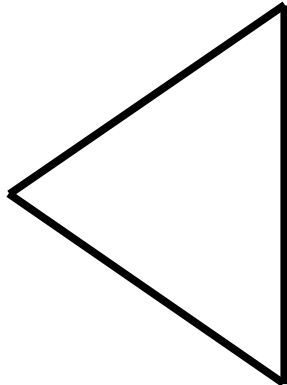
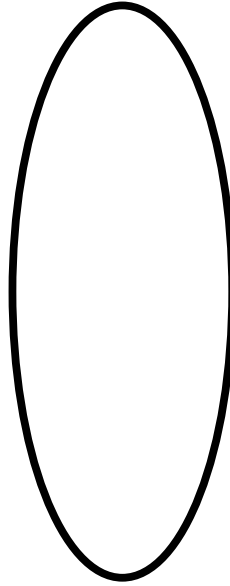
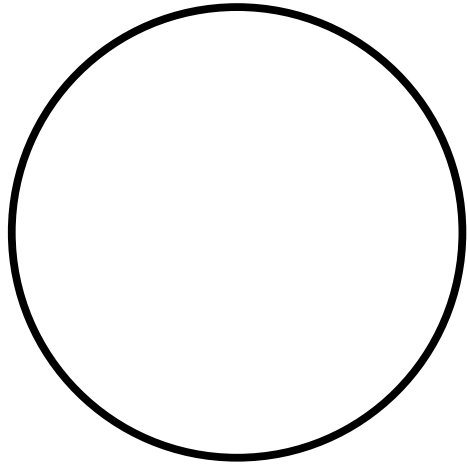
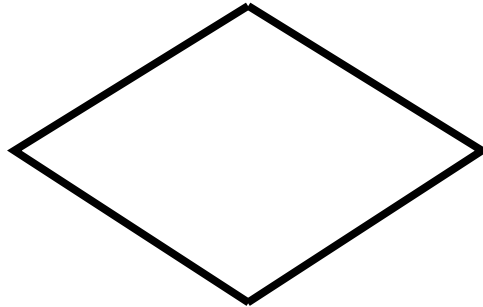
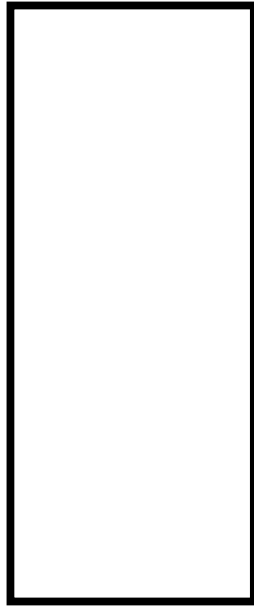
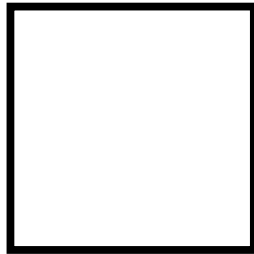
**SHAPE**

VALUE

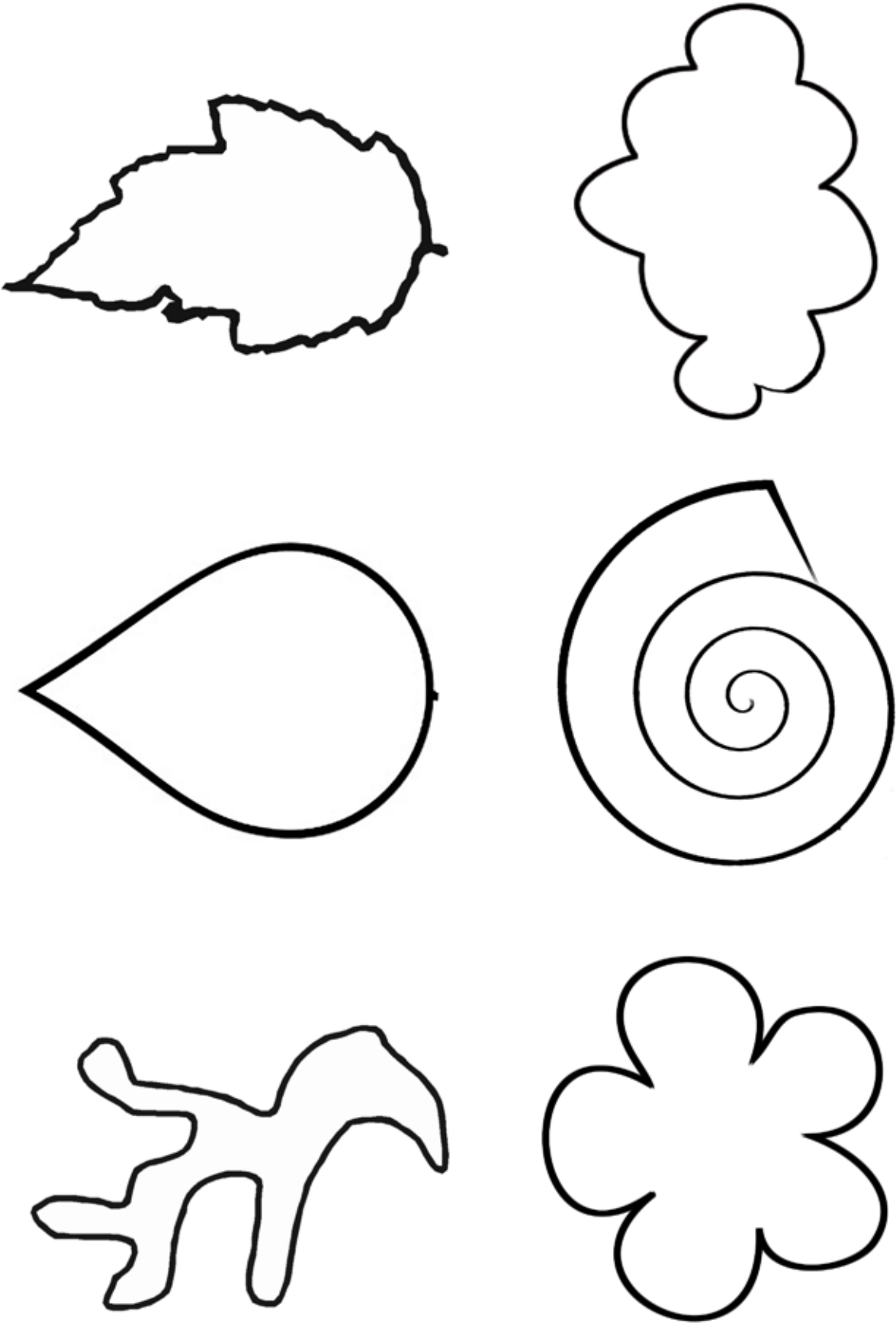
COLOR

FORM

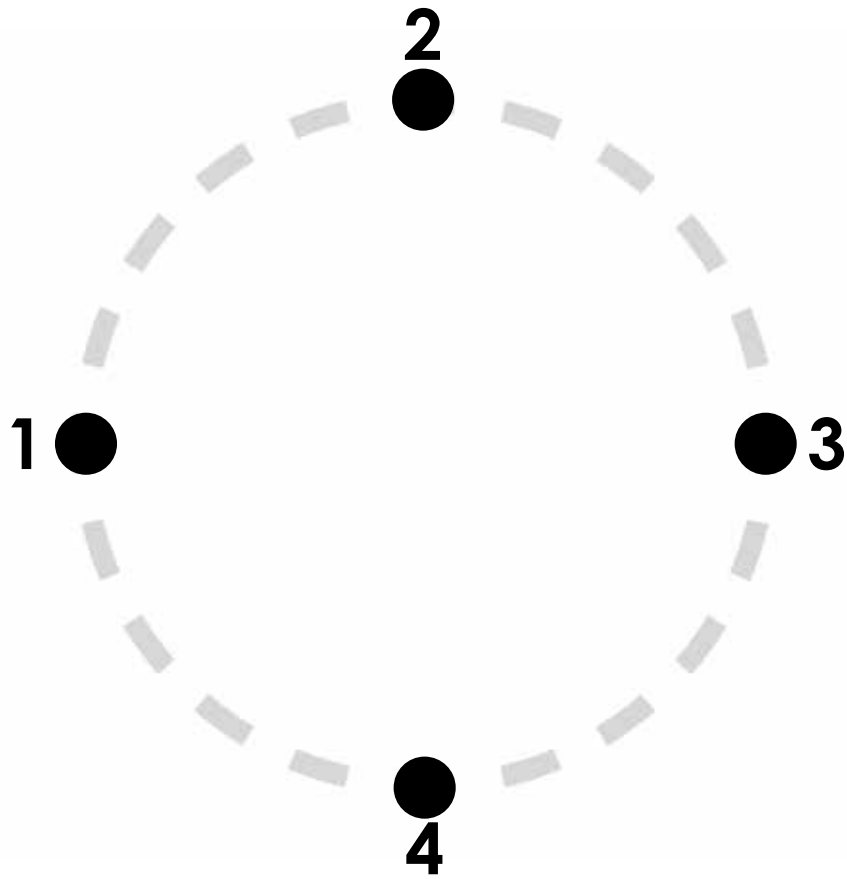
# GEOMETRIC SHAPES



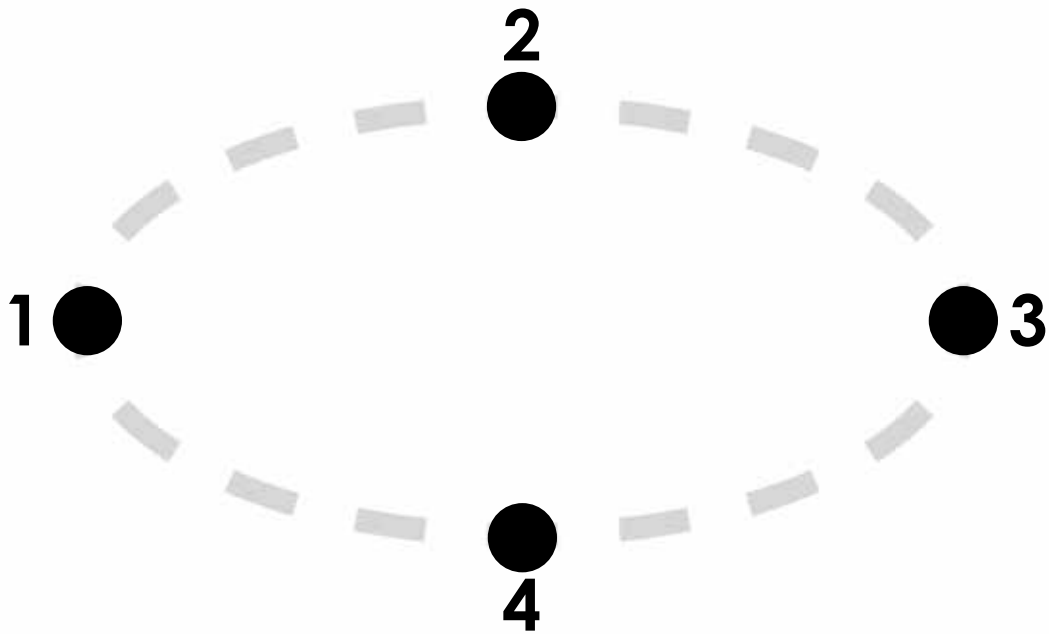
# ORGANIC SHAPES





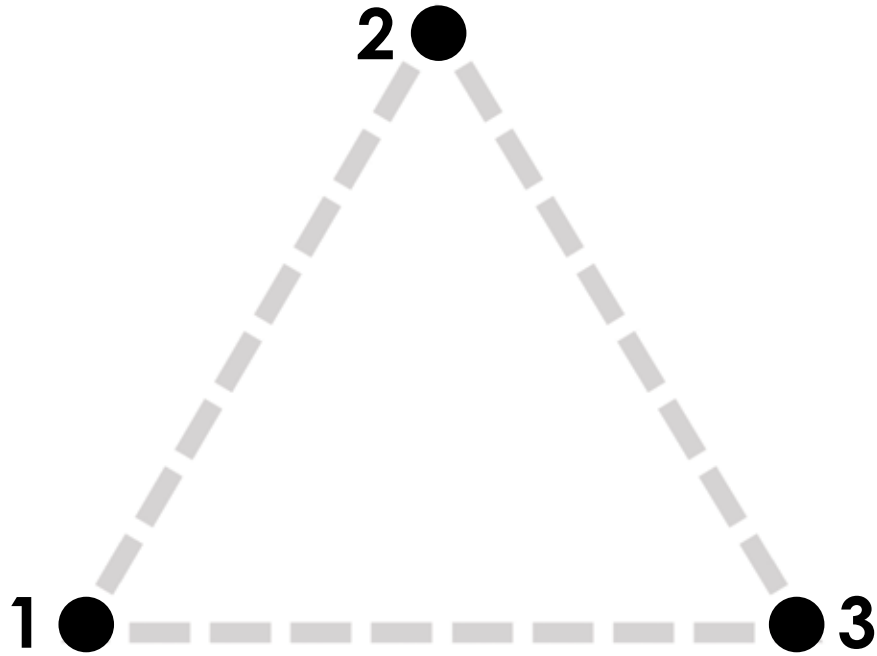


CIRCLE

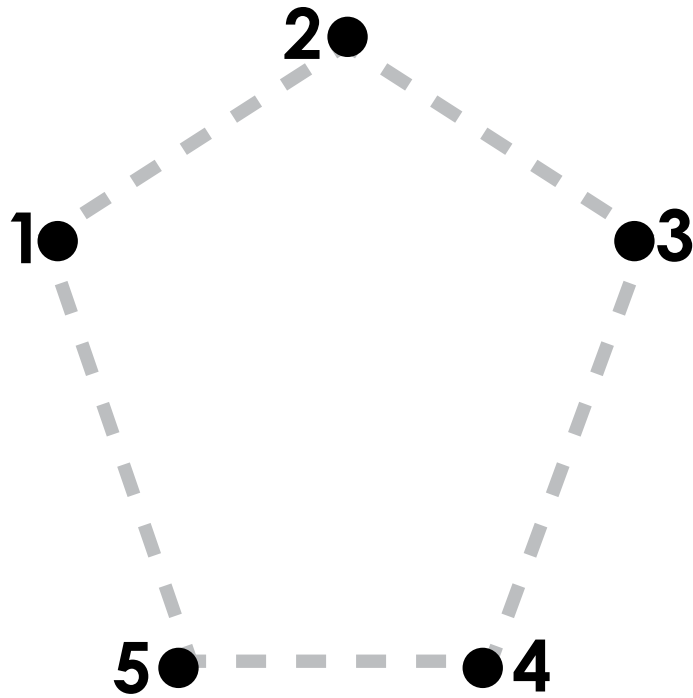


OVAL/ELLIPSE

Connect the dots along the lines to reveal a shape.

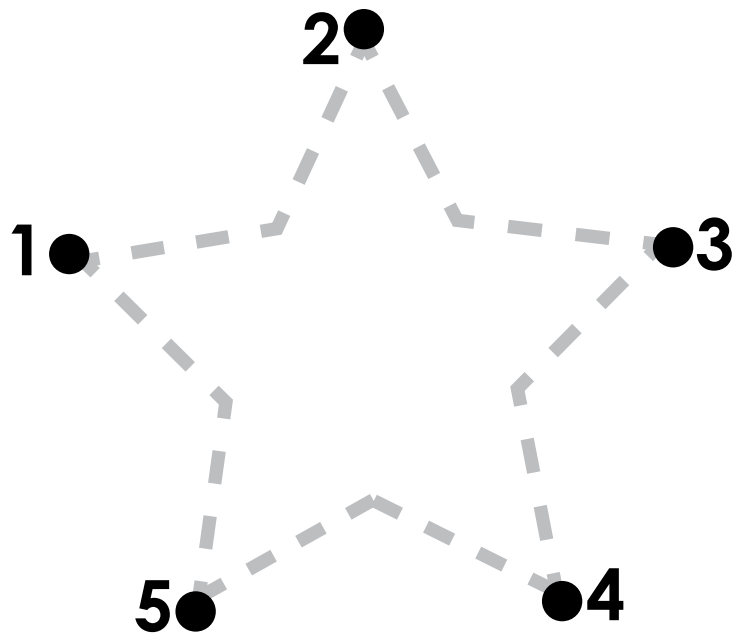


**TRIANGLE**

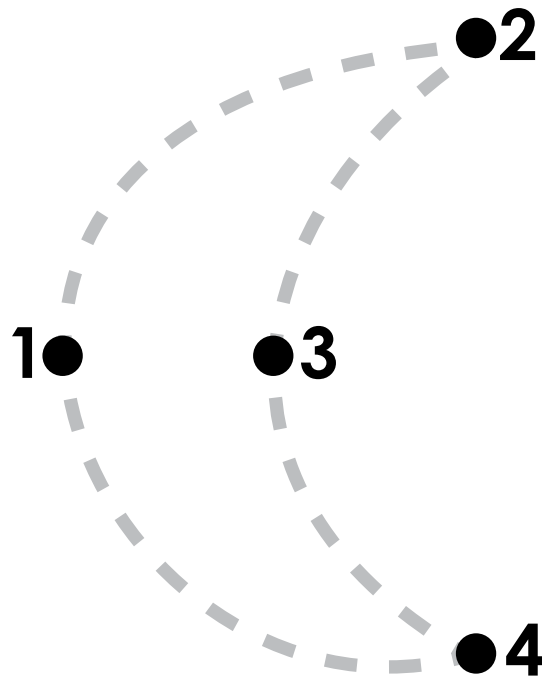


**PENTAGON**

Connect the dots along the lines to reveal a shape.

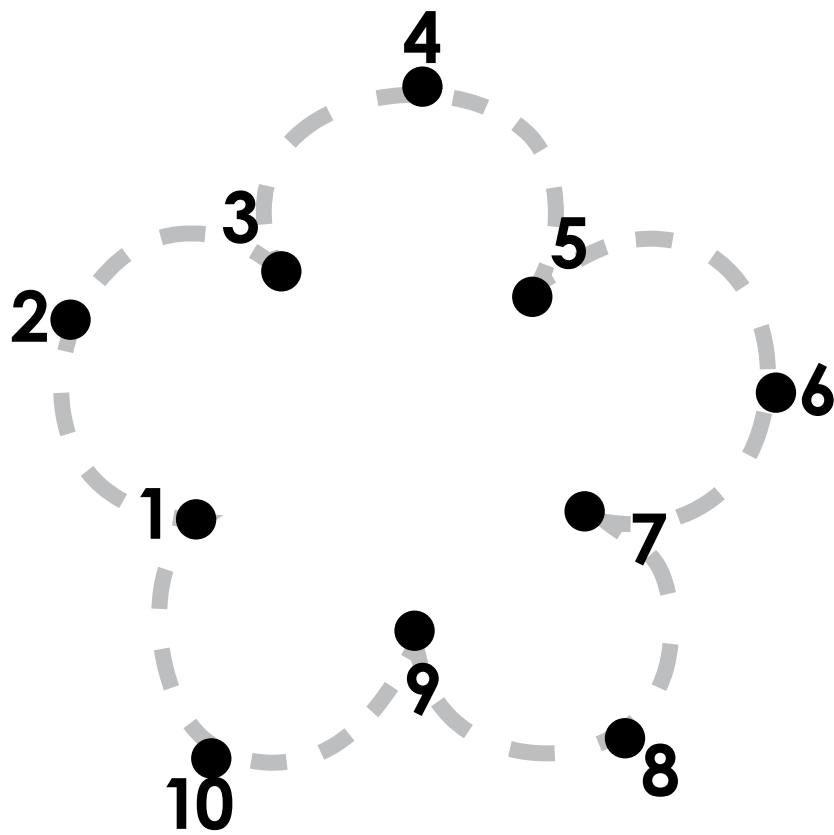
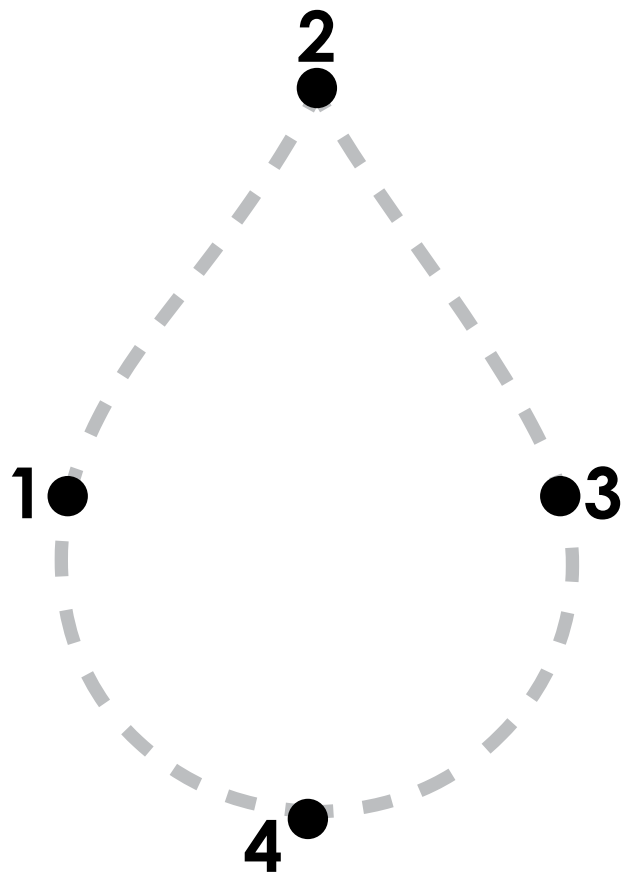


STAR



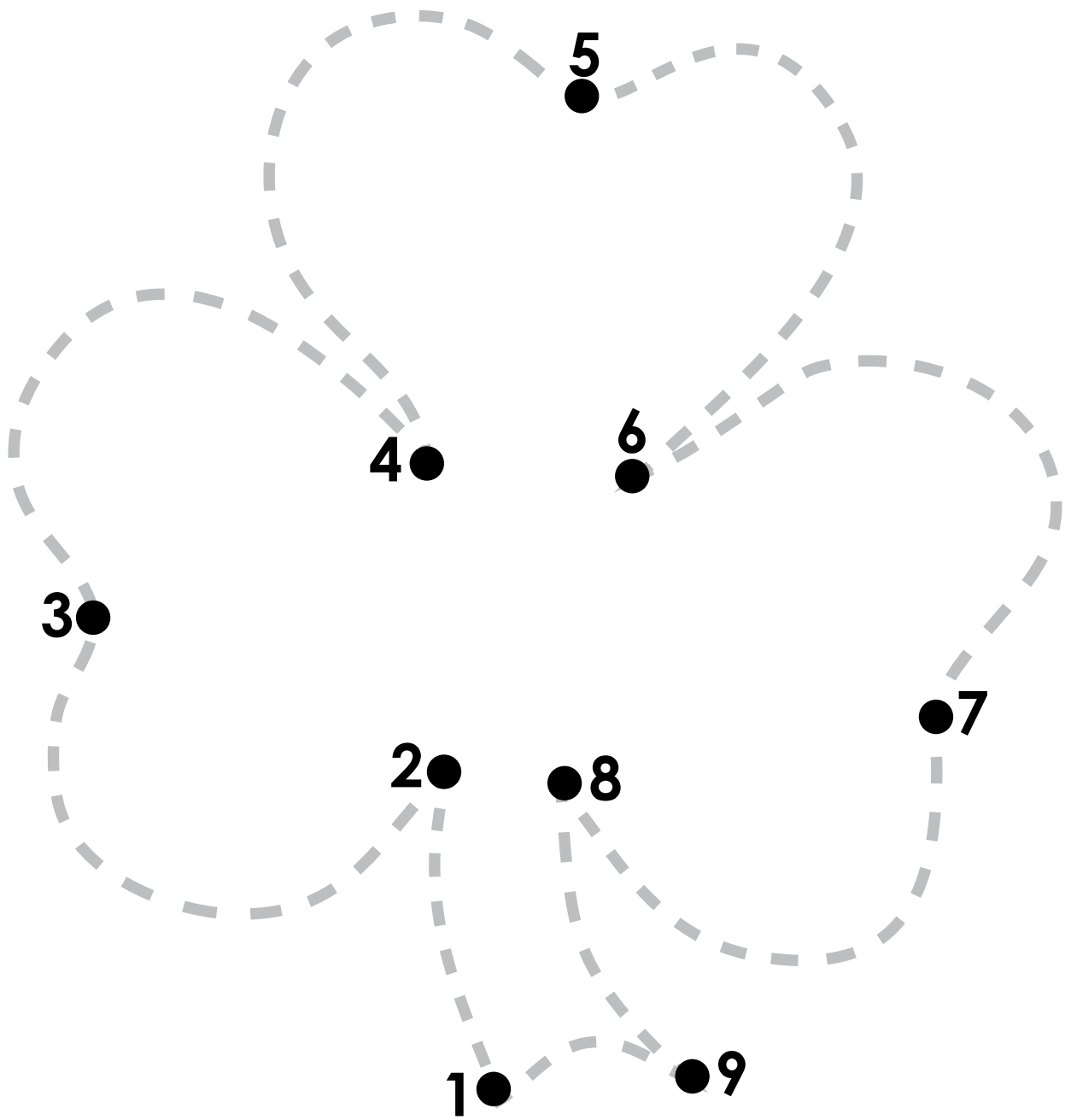
CRESCENT

Connect the dots along the lines to reveal a shape.



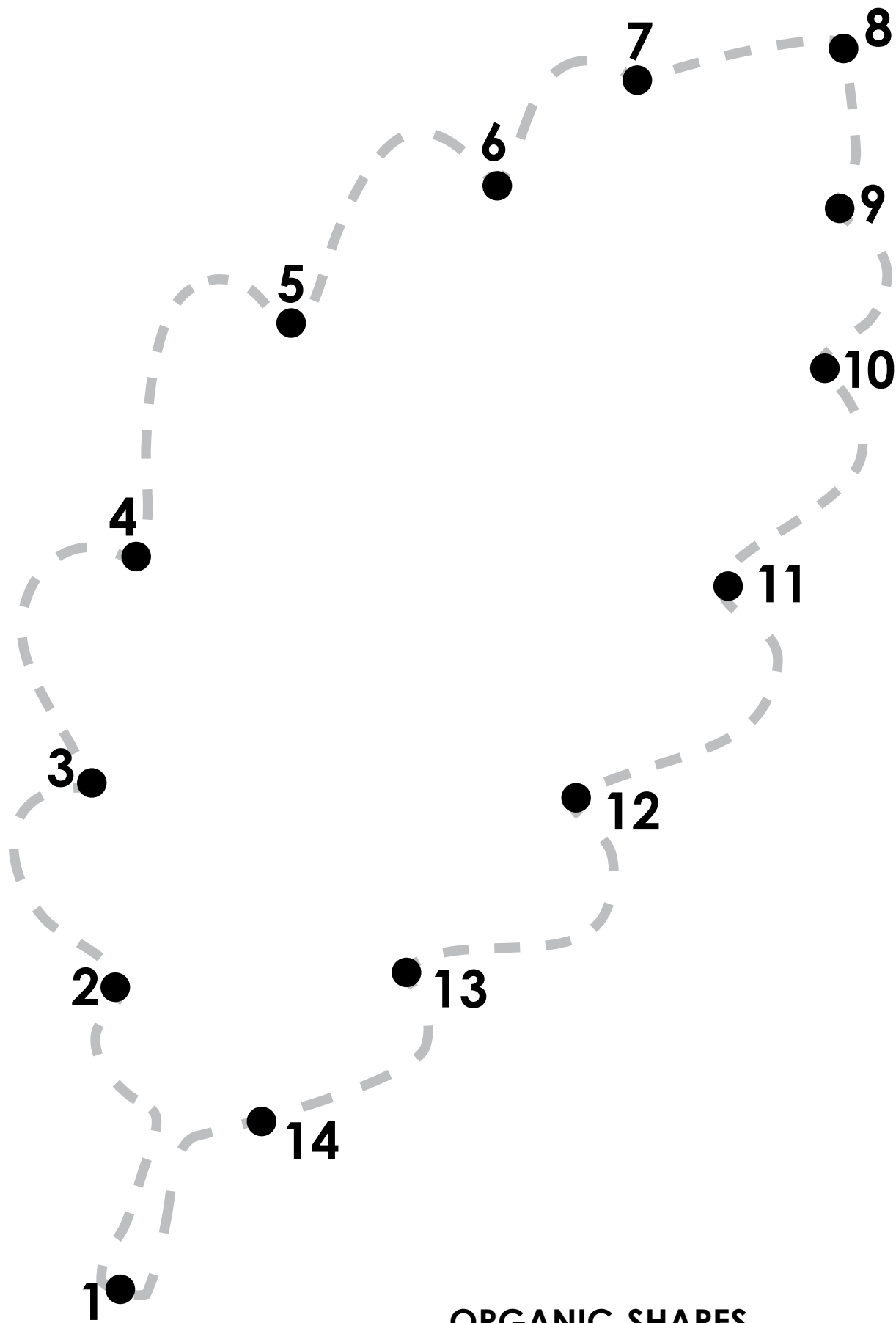
**ORGANIC SHAPES**

Connect the dots along the lines to reveal a shape.



## ORGANIC SHAPES

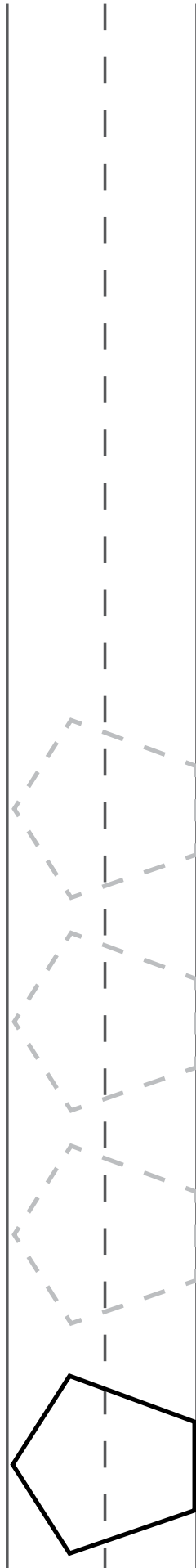
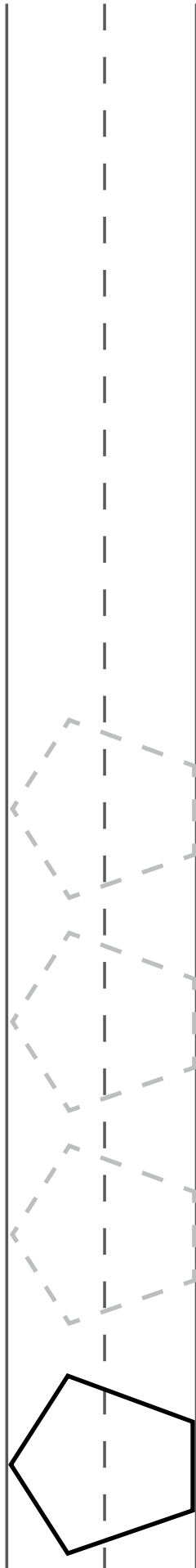
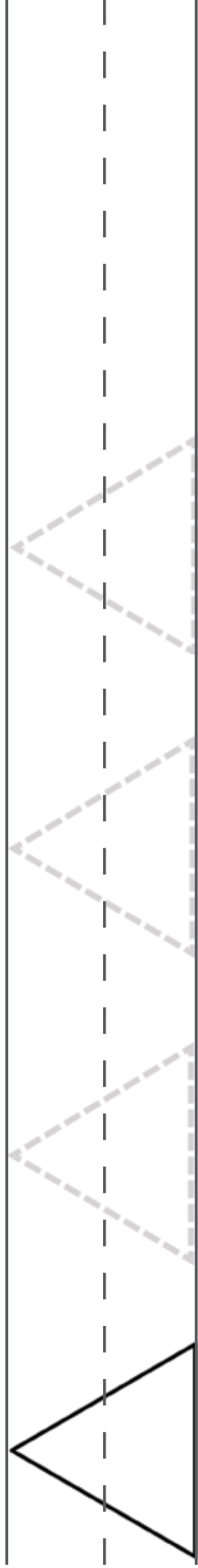
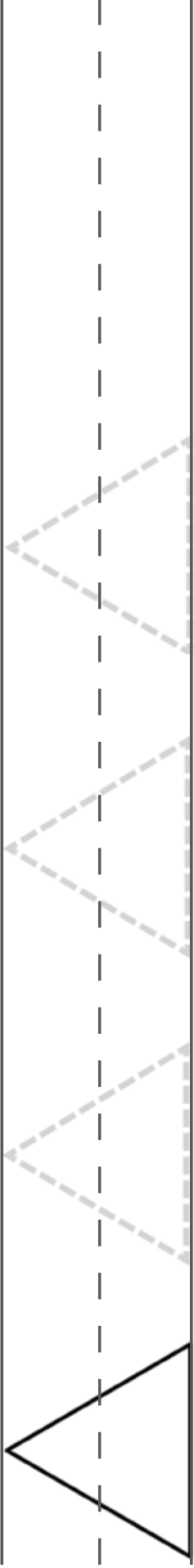
Connect the dots along the lines to reveal a shape.



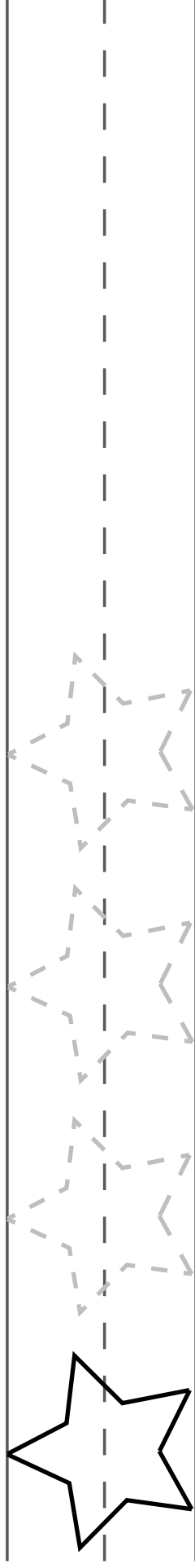
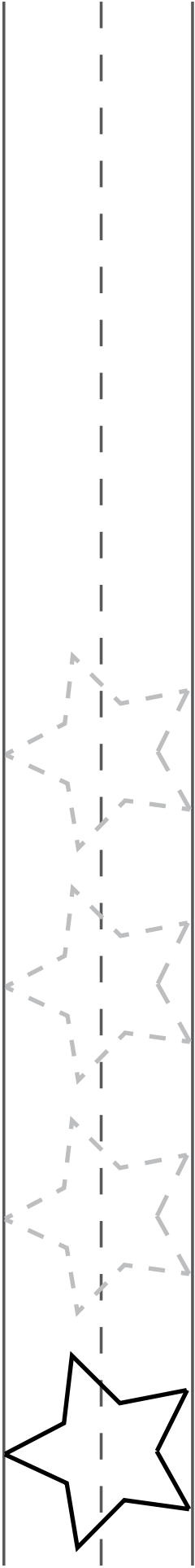
### ORGANIC SHAPES

Connect the dots along the lines to reveal a shape.



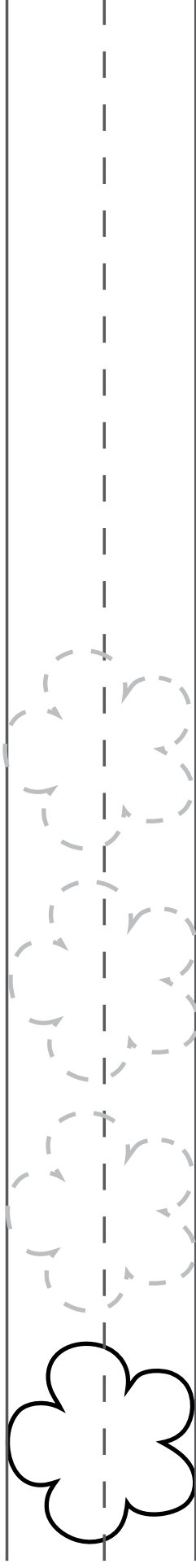
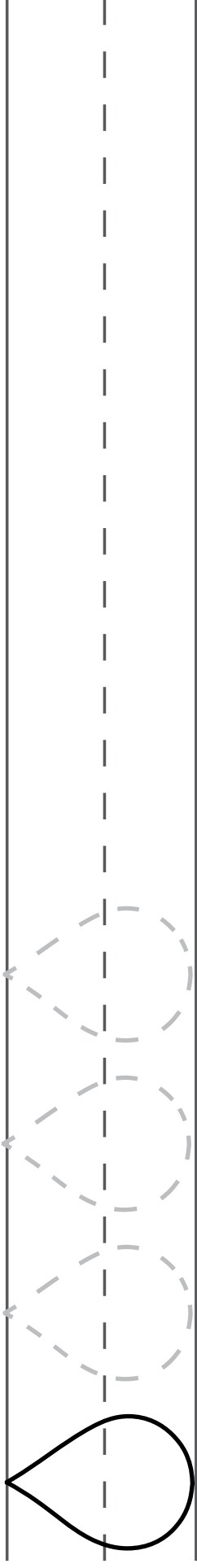
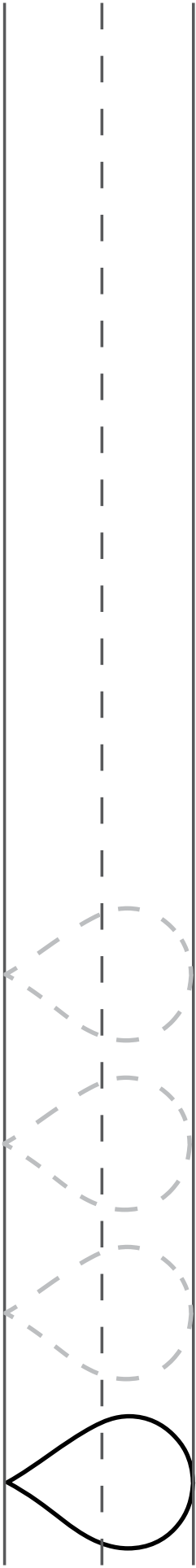


Practice these basic shapes.

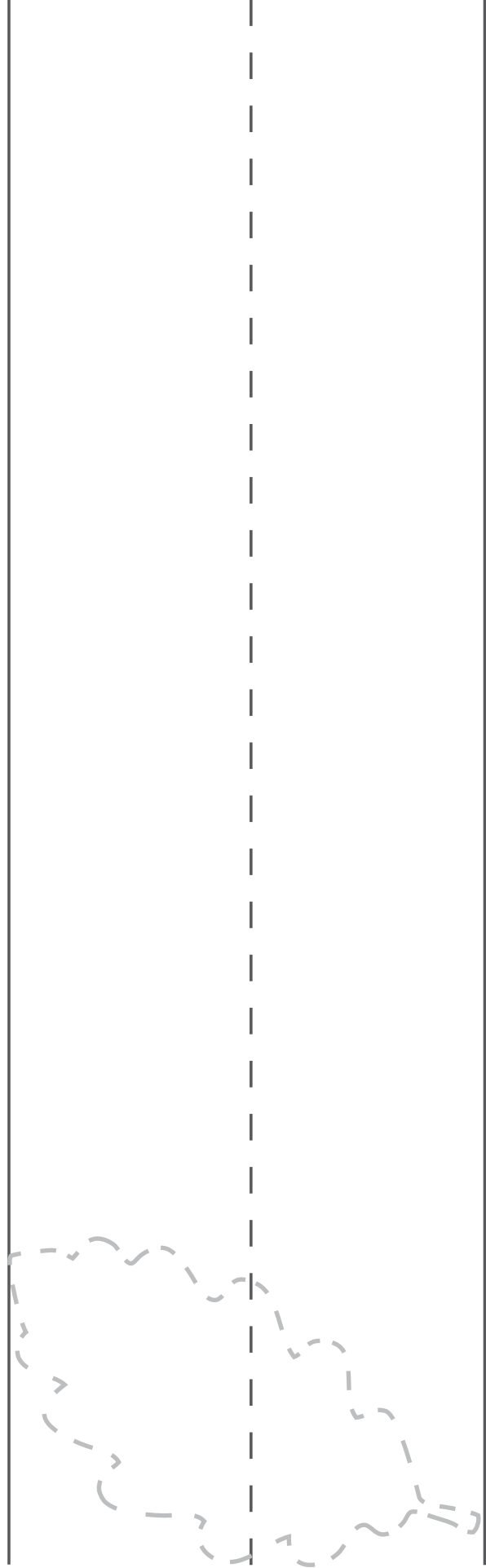
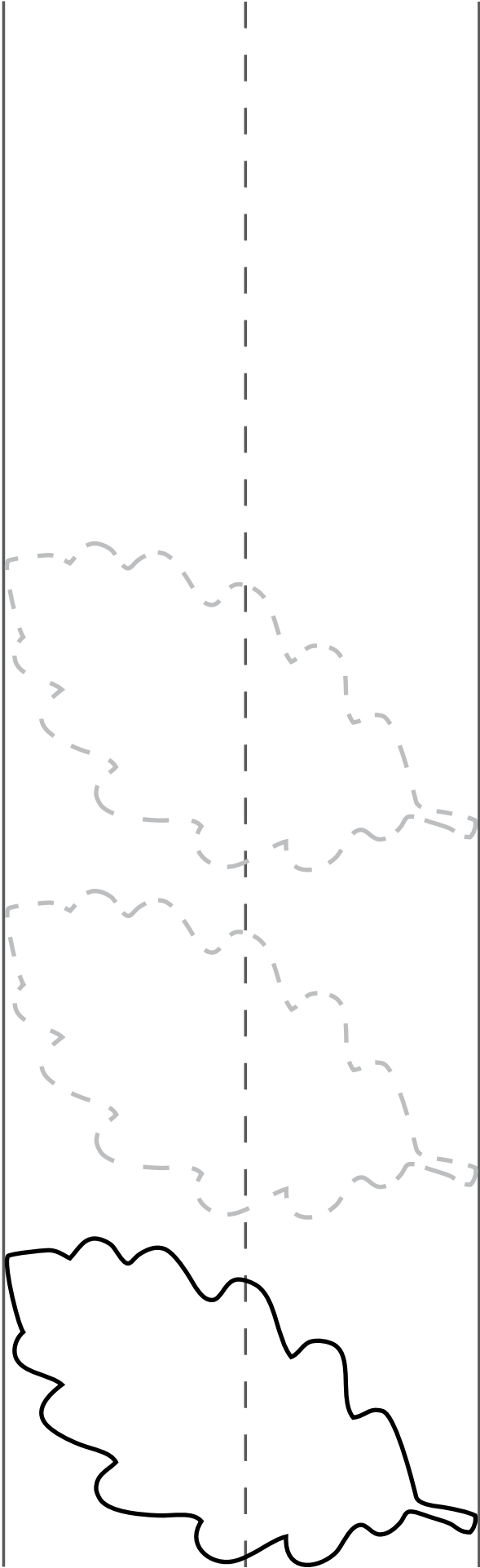


Practice these basic shapes.



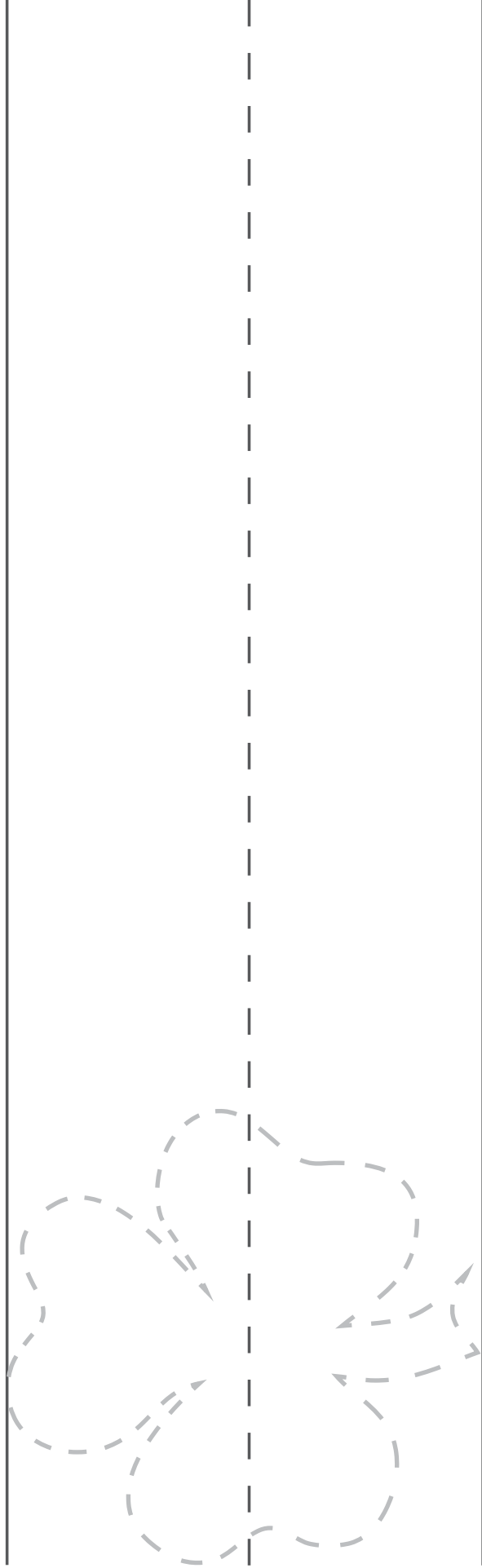
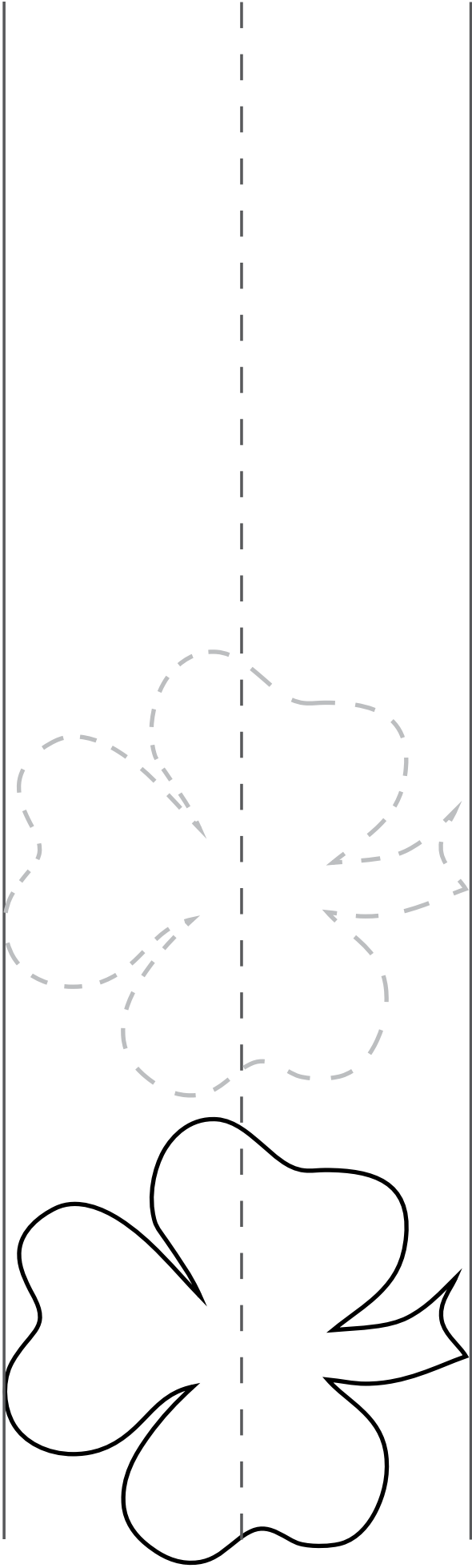


Practice these basic shapes.



Practice these basic shapes.





Practice these basic shapes.

# VISUAL LANGUAGE I, II, III

DOT / LINE

SHAPE

**VALUE**

COLOR

FORM

# VALUE

## LIGHTNESS OR DARKNESS

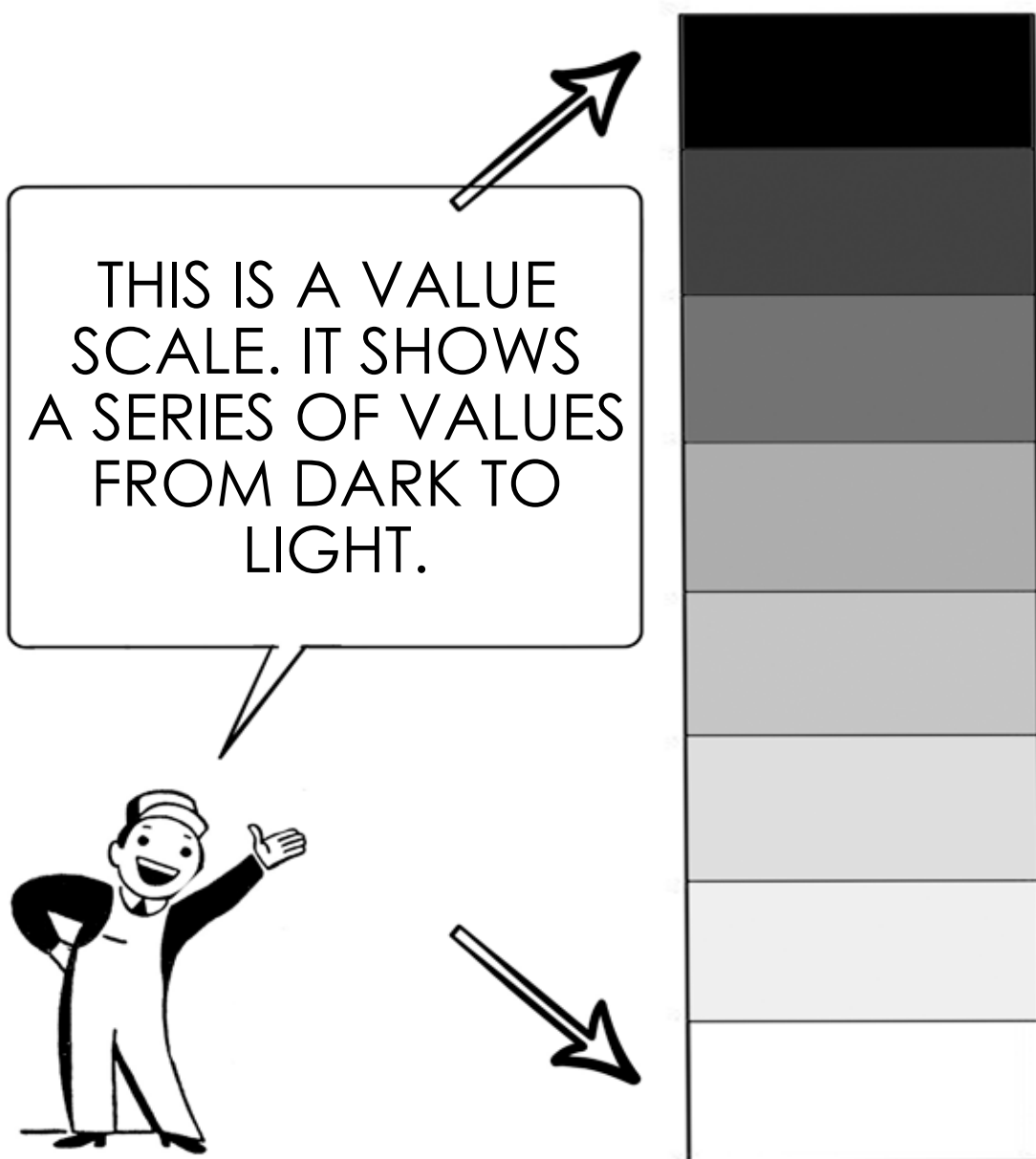
VALUE IS HOW LIGHT OR DARK SOMETHING IS.

THE TWO TRIANGLES BELOW ARE THE SAME SHAPE BUT DIFFERENT VALUE.



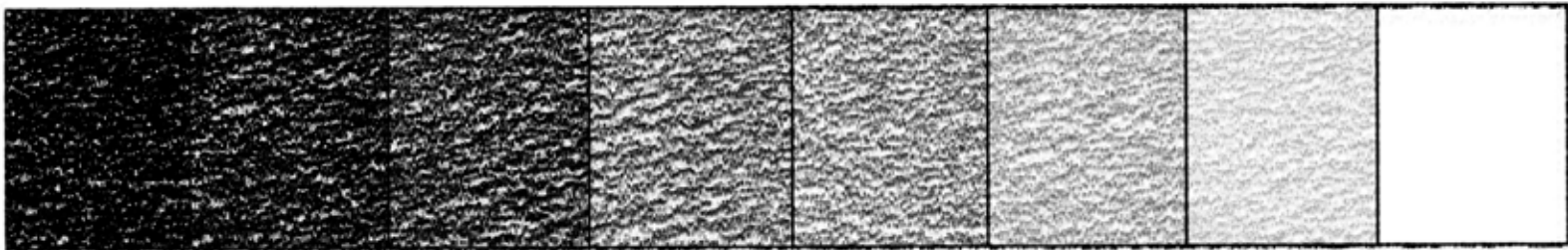
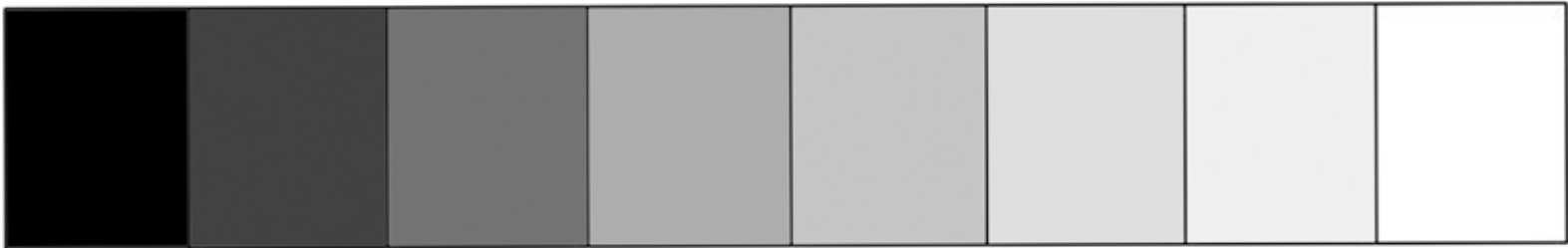
# VALUE

## LIGHTNESS OR DARKNESS



# VALUE

## LIGHTNESS OR DARKNESS

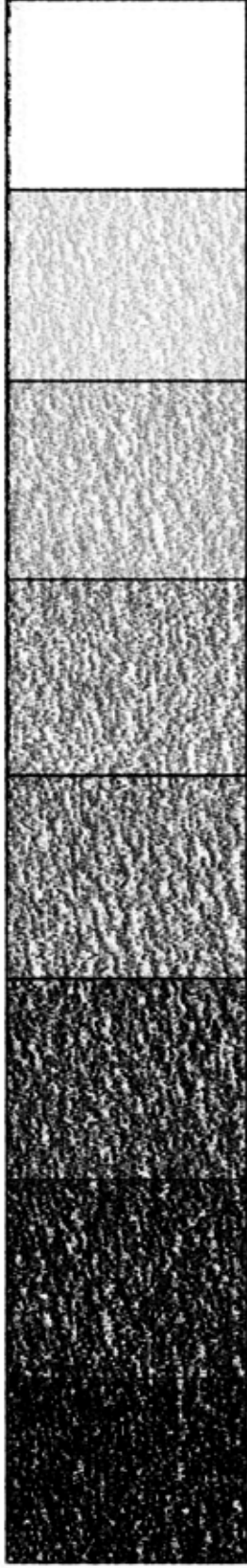
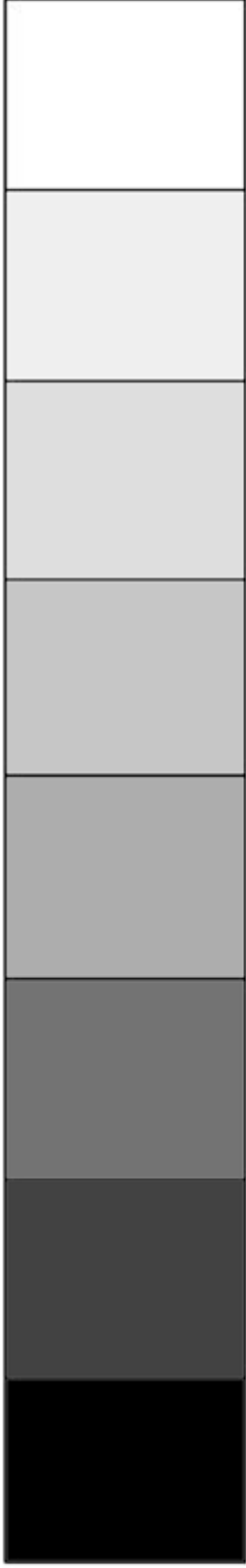


Shown here are two value scales.

The first guide scale was done with a printer inks and the second contains values drawn by hand with a “continuous application”. (Some people refer to continuous application as ‘shading’.

The lightness or darkness (value) is controlled by the pressure on the tool when ‘shading’ or the amount of material layered.

# VALUE





# VISUAL LANGUAGE I, II, III

DOT LINE

SHAPE

VALUE

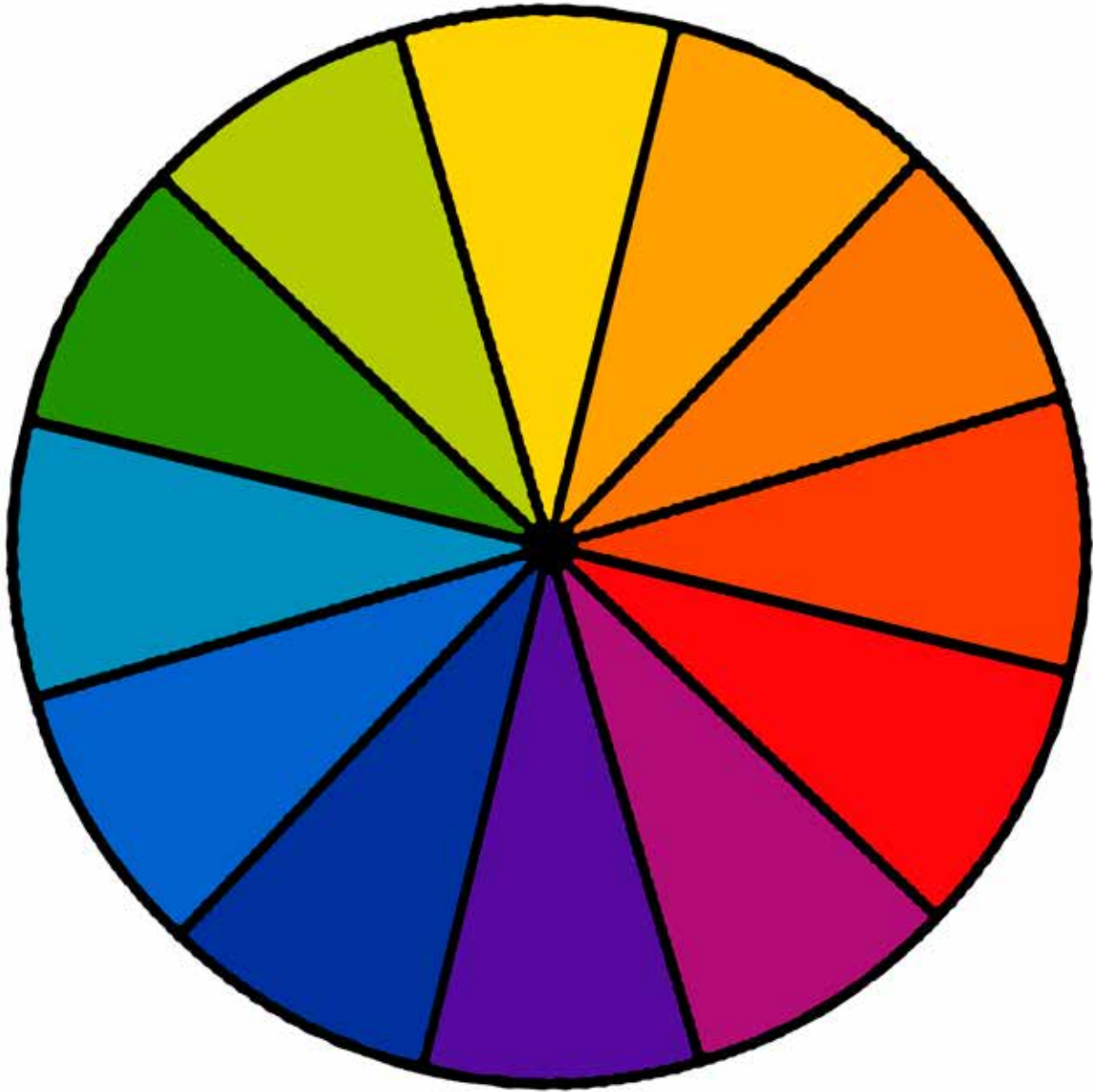
**COLOR**

FORM

# COLOR

*ADW*  
worksheets

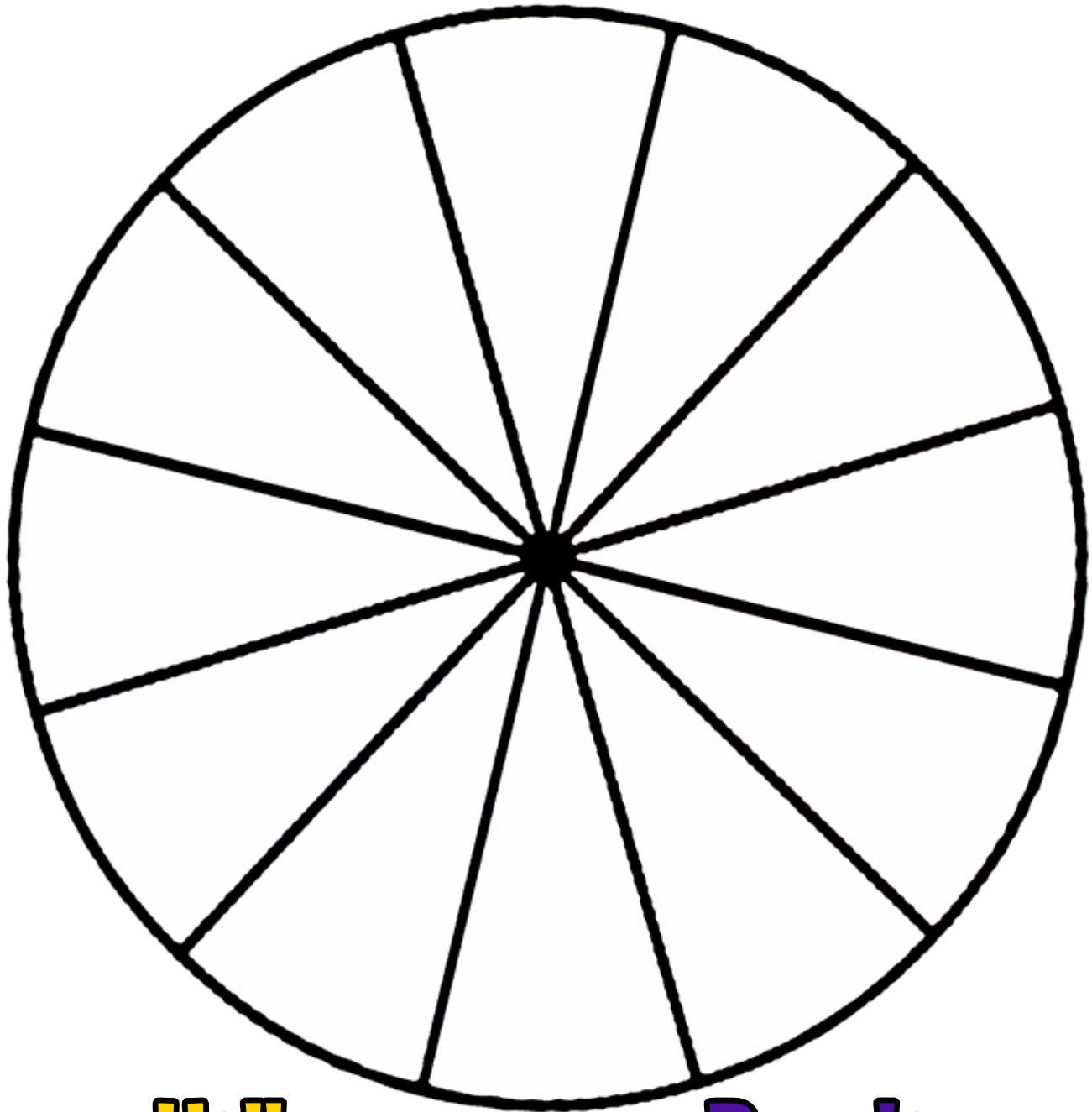
Basic Color 2nd Grade



**Yellow**  
**Yellow Orange**  
**Orange**  
**Red Orange**  
**Red**  
**Red Purple**

**Purple**  
**Blue Purple**  
**Blue**  
**Blue Green**  
**Green**  
**Yellow Green**

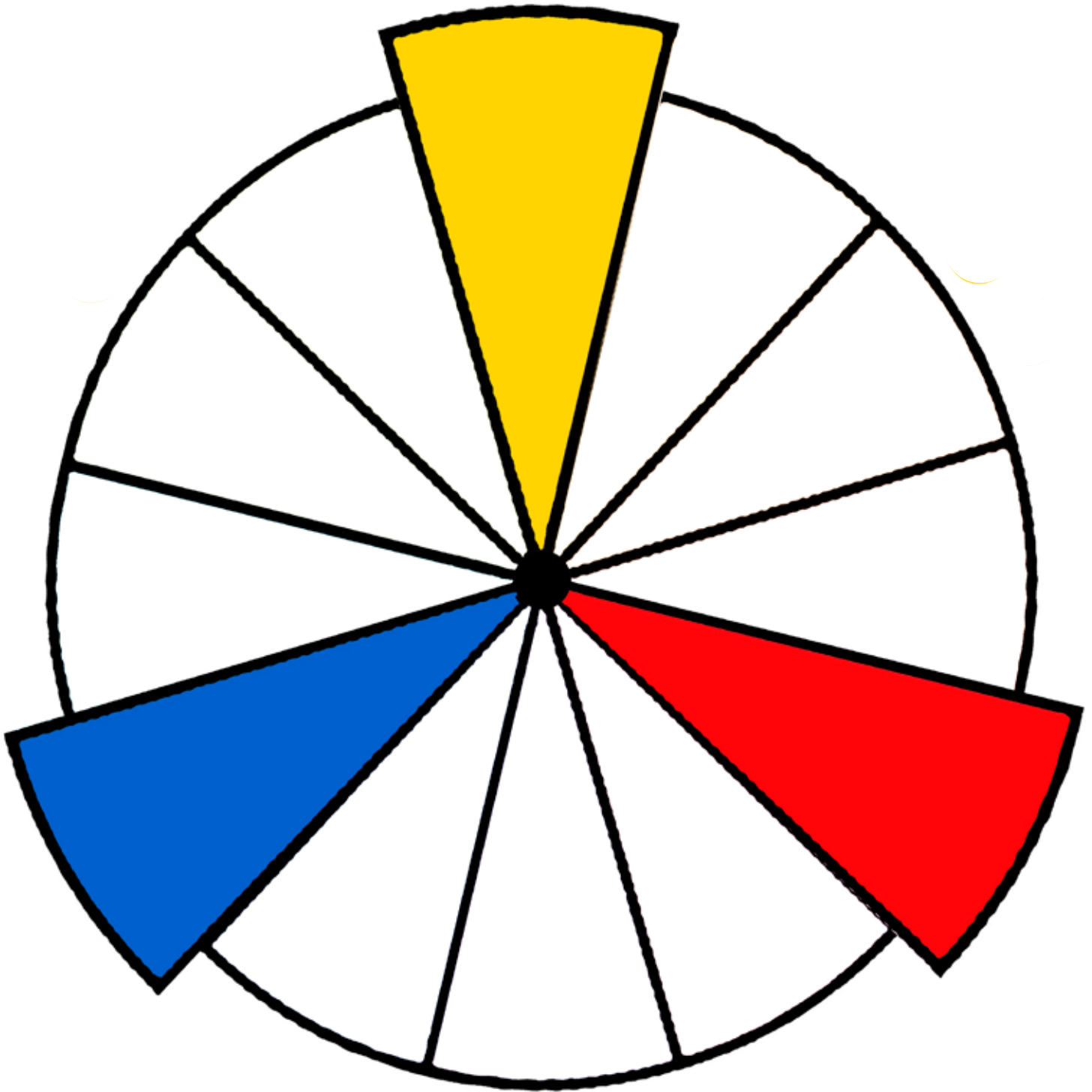
# COLOR



**Yellow**  
**Yellow Orange**  
**Orange**  
**Red Orange**  
**Red**  
**Red Purple**

**Purple**  
**Blue Purple**  
**Blue**  
**Blue Green**  
**Green**  
**Yellow Green**

# COLOR

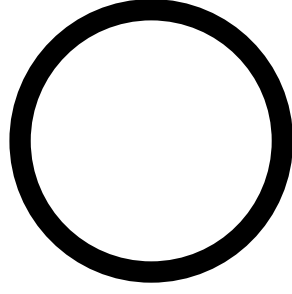
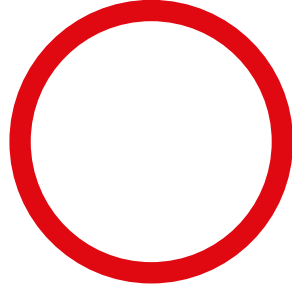
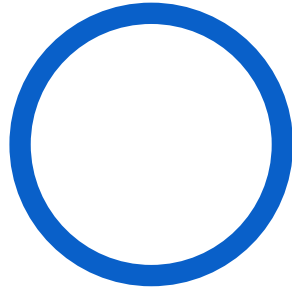
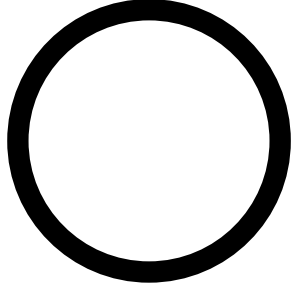
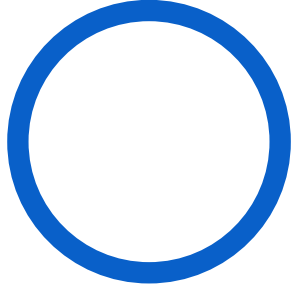
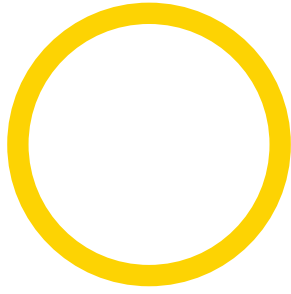
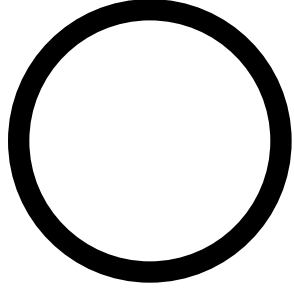
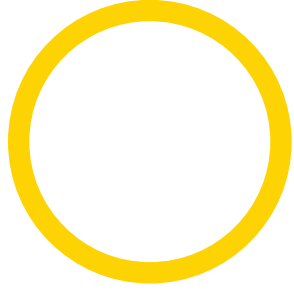
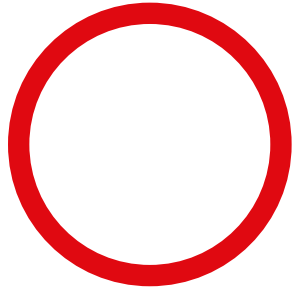


**MIXING**

# COLOR



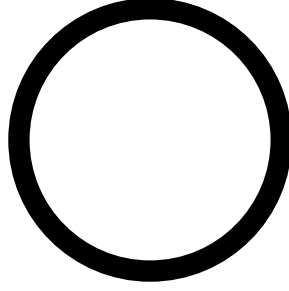
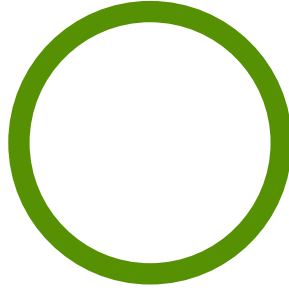
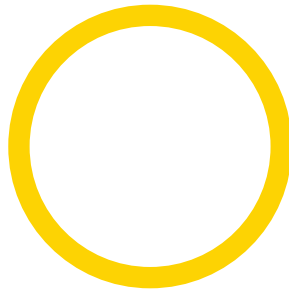
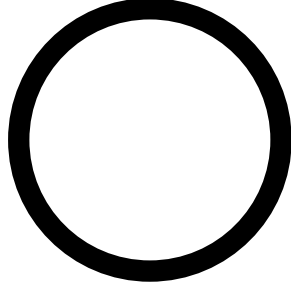
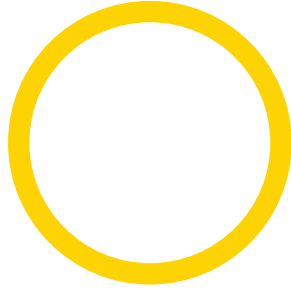
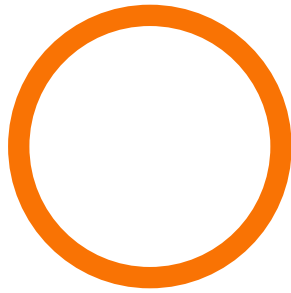
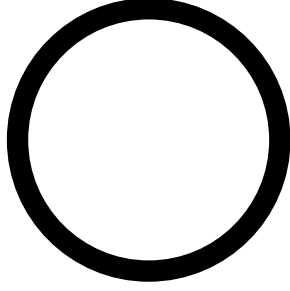
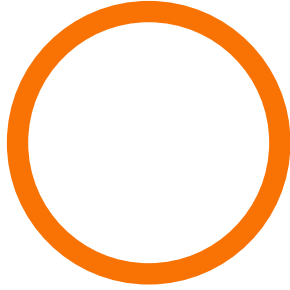
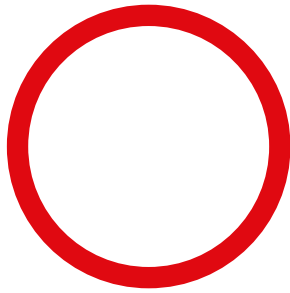
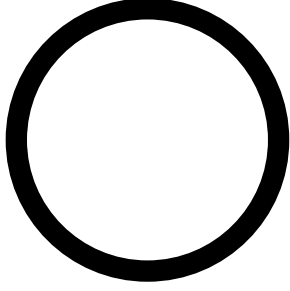
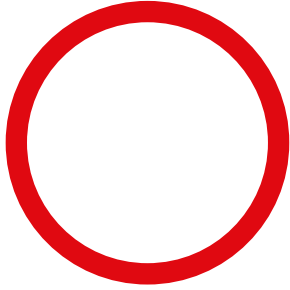
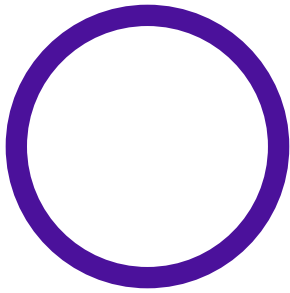
Basic Color 2nd Grade



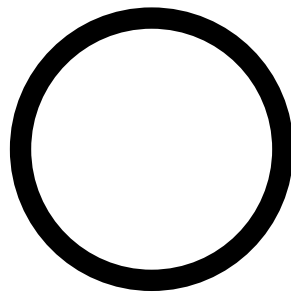
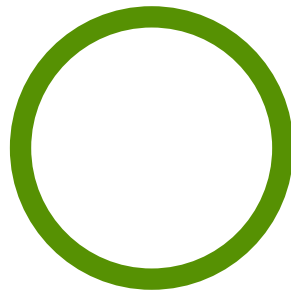
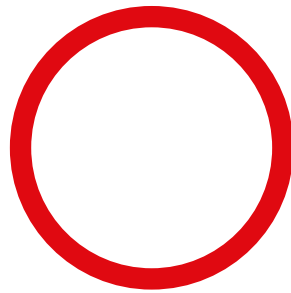
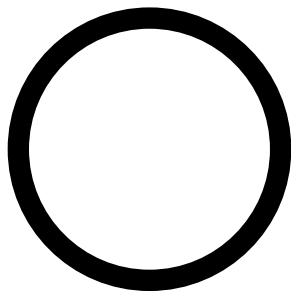
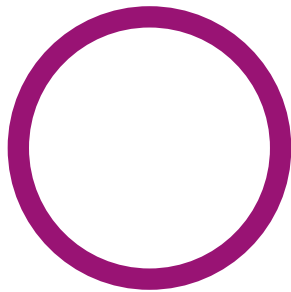
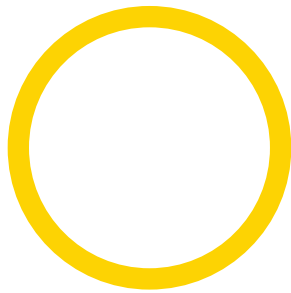
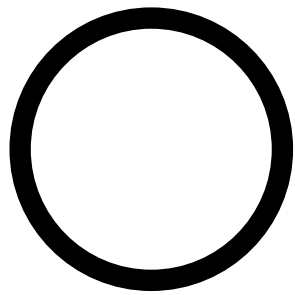
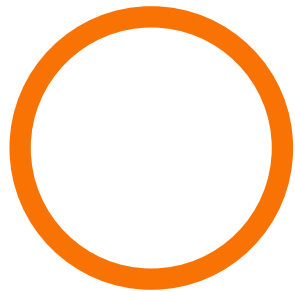
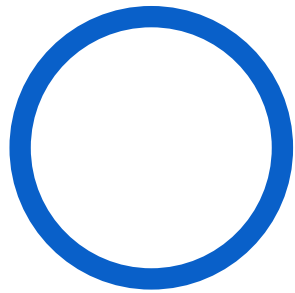
**MIXING**

# MIXING

# COLOR



# COLOR



**MIXING**

# Spy Glass Color Wheel

## What you will make:

Use red, blue and yellow cellophane to make a color wheel that teaches kids about combining the primary colors. Have your child see how many colors can be made by overlapping the colored cellophane layers. For even more colors, the color wheel doubles as a spy glass that your child can look through to see the colors of things change.

This craft is well-suited for family, group or classroom craft time, and with preparation by the adult or teen leader, can be used with younger children.

**Related craft:** For more fun with colored cellophane, see the [Multicolor Binoculars](#) craft project.

## Here's what you need:

- Cardstock
- Scrap paper
- Cellophane: red, blue and yellow
- Glue
- Pencil
- Scissors
- 1" or larger circle punch
- Hole punch
- Paper fastener

*This project is rated EASY to do.*

## How to Make a Spy Glass Color Wheel

*Read all of the steps before starting.*

### Step 1: Project Preparation

Gather the materials needed for making the color wheel. If you are doing this project with a group of young children, pre-cut the cardstock and cellophane.

### Step 2: Make a Pattern

Cut a 2" by 3" piece of scrap paper. Fold the paper in half lengthwise, then unfold. Use the 1" circle punch to punch a circle in the center about ½" from the top. With the paper folded, draw a larger semi-circle around the hole, then draw a handle shape at the bottom of the circle. Cut out your pattern and unfold. *For a larger circle punch, increase the paper scrap rectangle proportionately.*

**Tip:** Make a pattern from cardstock for the children to share. Some children may have trouble using the paper pattern.

### Step 3: Cut and Punch Cardstock

Trace around the pattern six times on cardstock. Cut out each traced pattern. Try to trace and cut accurately.

Use the circle punch to punch a hole in each piece of cut cardstock. Use the paper pattern as a guide for where to punch. It is important that the holes in all the cardstock pieces line up!

### Step 4: Cut Cellophane

Cut out the cellophane pieces. Cut them just smaller than the outside of your cut pieces, but larger than the punched circle.

### Step 5: Glue

Sandwich a colored piece of cellophane between two pieces of cut cardstock. Glue together to make a spy glass. Repeat until all three spy glasses are made.

### Step 6: Assemble

When the spy glass pieces are dry, punch a hole in the center of the handle end. Be sure to punch each piece in the same place. *Use the first punched spy glass piece as a guide for the other two.*



## Before you start:

- Make a place to work.
- Read all of the directions.
- Gather everything you need to do the project.
- Think about the project. Imagine how it will look and what you will do with it.

## Are you ready?

**Okay, get started!!!**

## Thanks to...

Thanks to Evelyn Quinones for sharing this craft idea with **Aunt Annie's Craft Exchange** in 1997.

Evelyn shared, "I wanted my boys to see how to make different colors by combining the primary colors, so I came up with this idea. They had a lot of fun making the wheels, but even more fun playing with them."



**Tip:** Change the color of things around you by looking through the Spy Glass Color Wheel.



**Tip:** It's easy to make fancier Spy Glass Color Wheels using die-cuts. This spy glass was

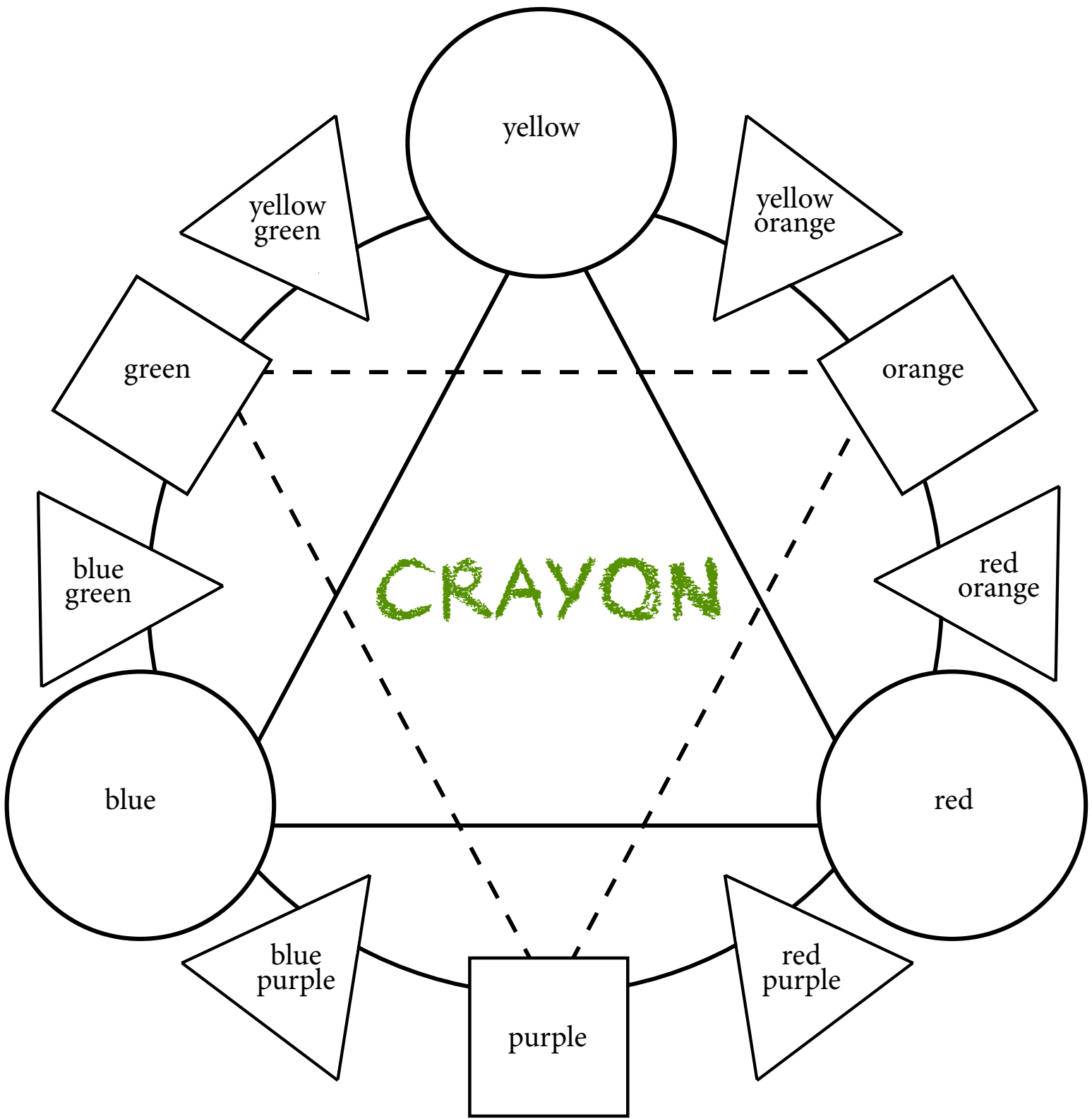


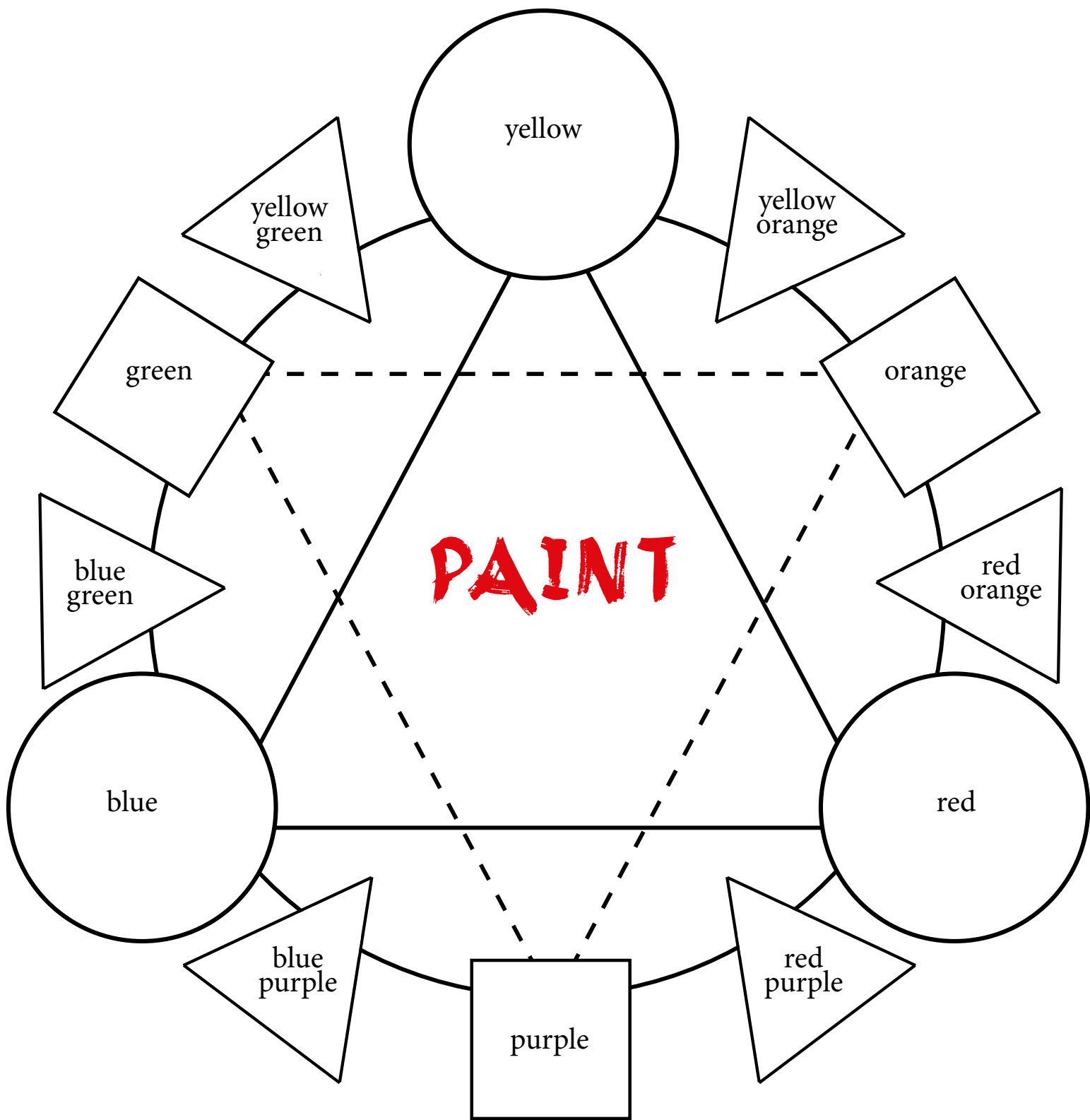
Stack all the spy glass pieces on top of each other, aligning the cellophane circles and punched handles. Fasten them together with a paper fastener to make your color wheel.

How many colors can you make with different combinations of two layers?

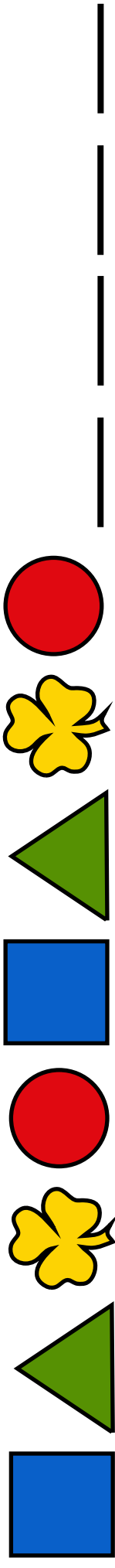
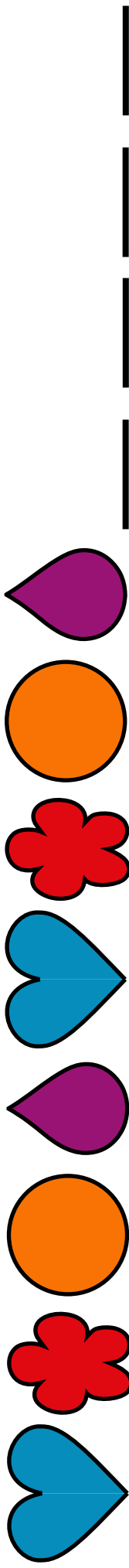
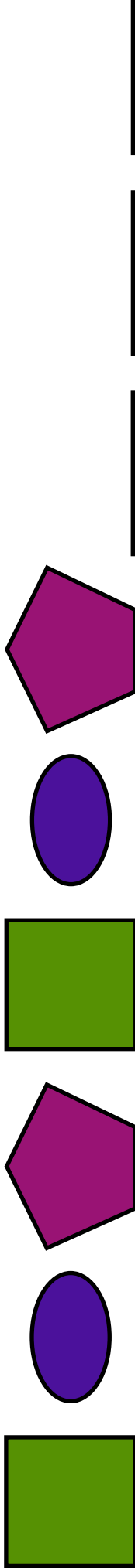
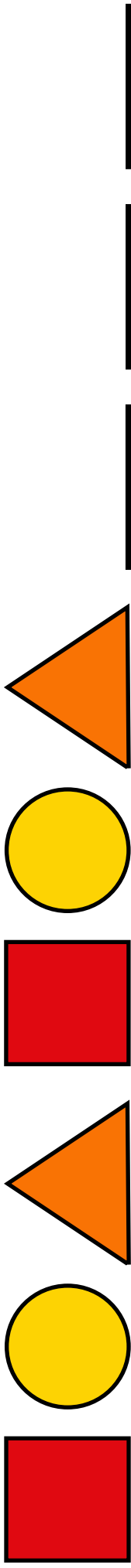
**That's it! Your color wheel is complete!**



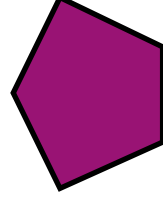
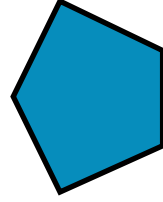
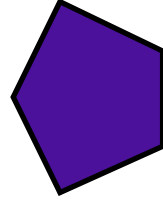
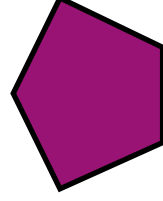
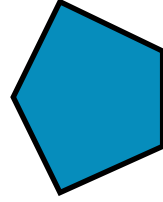
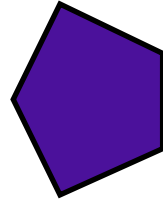
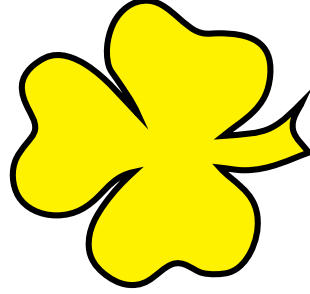
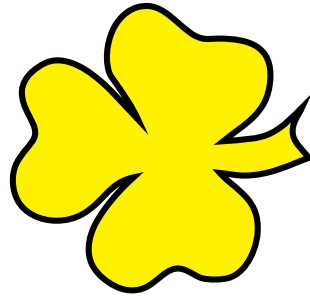
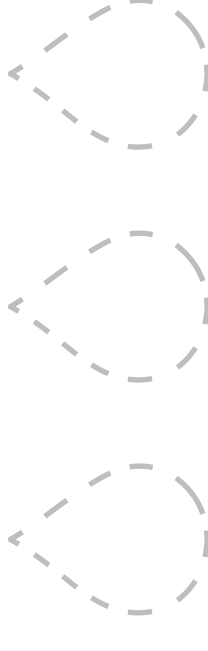
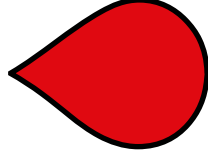
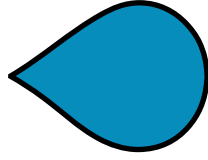
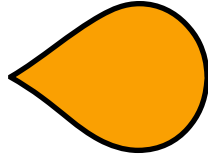
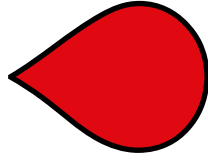
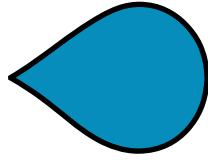
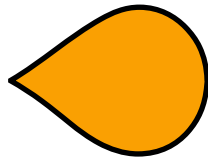
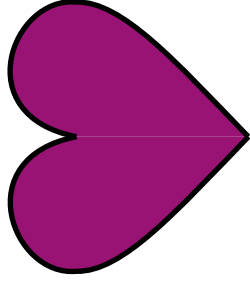
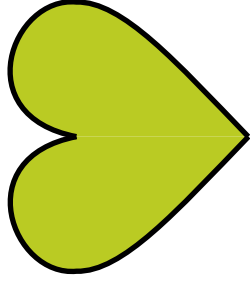
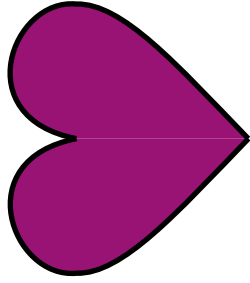
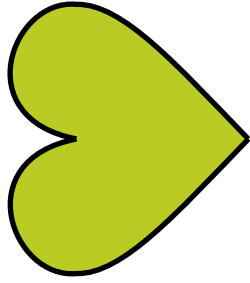




# COLOR PATTERN

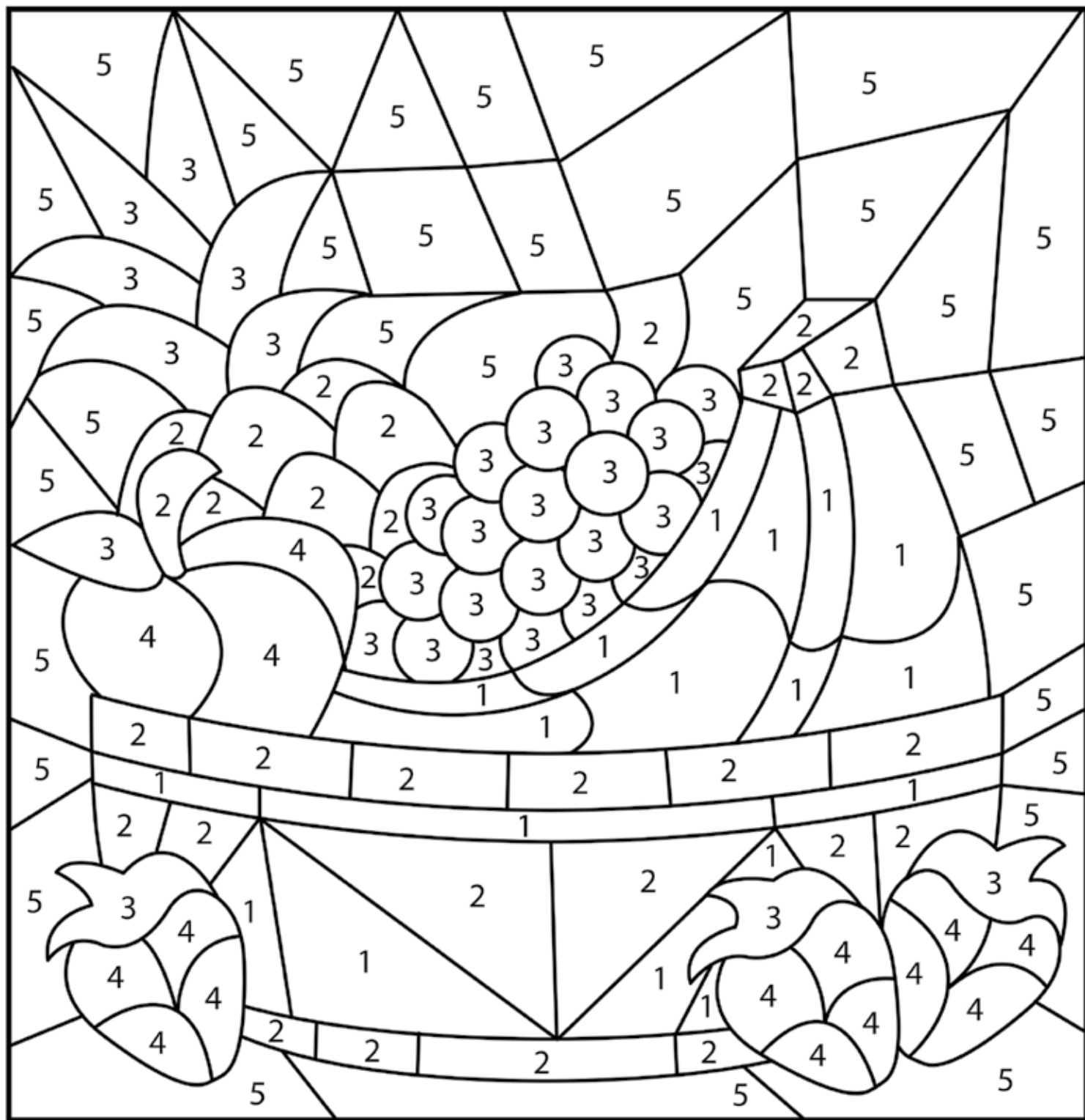
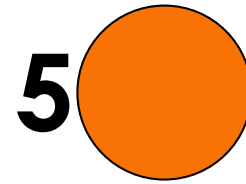
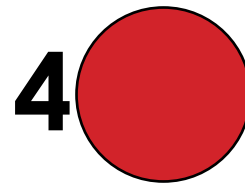
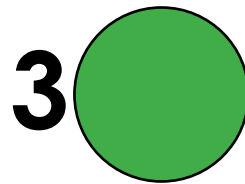
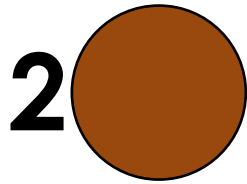
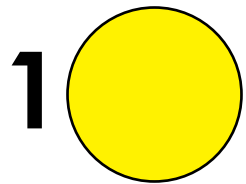


# COLOR PATTERN



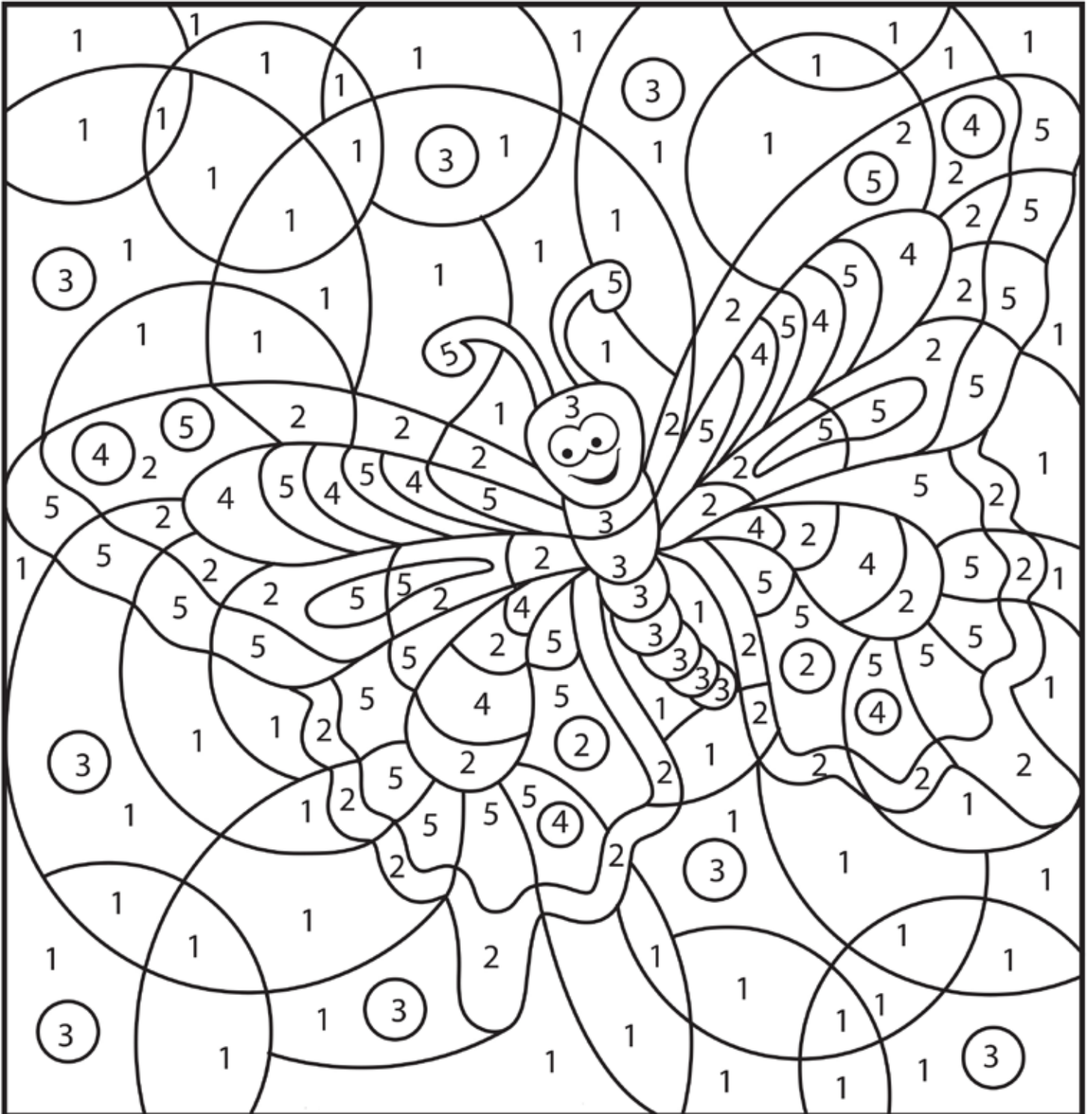
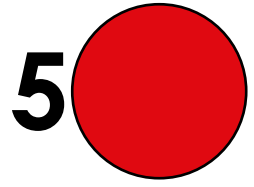
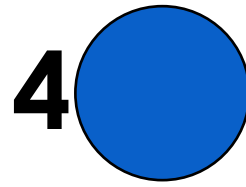
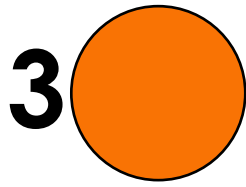
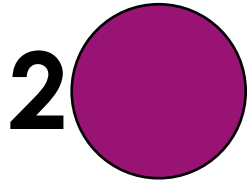
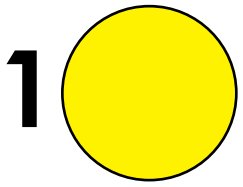
# Color by numbers

## Fruit Bowl



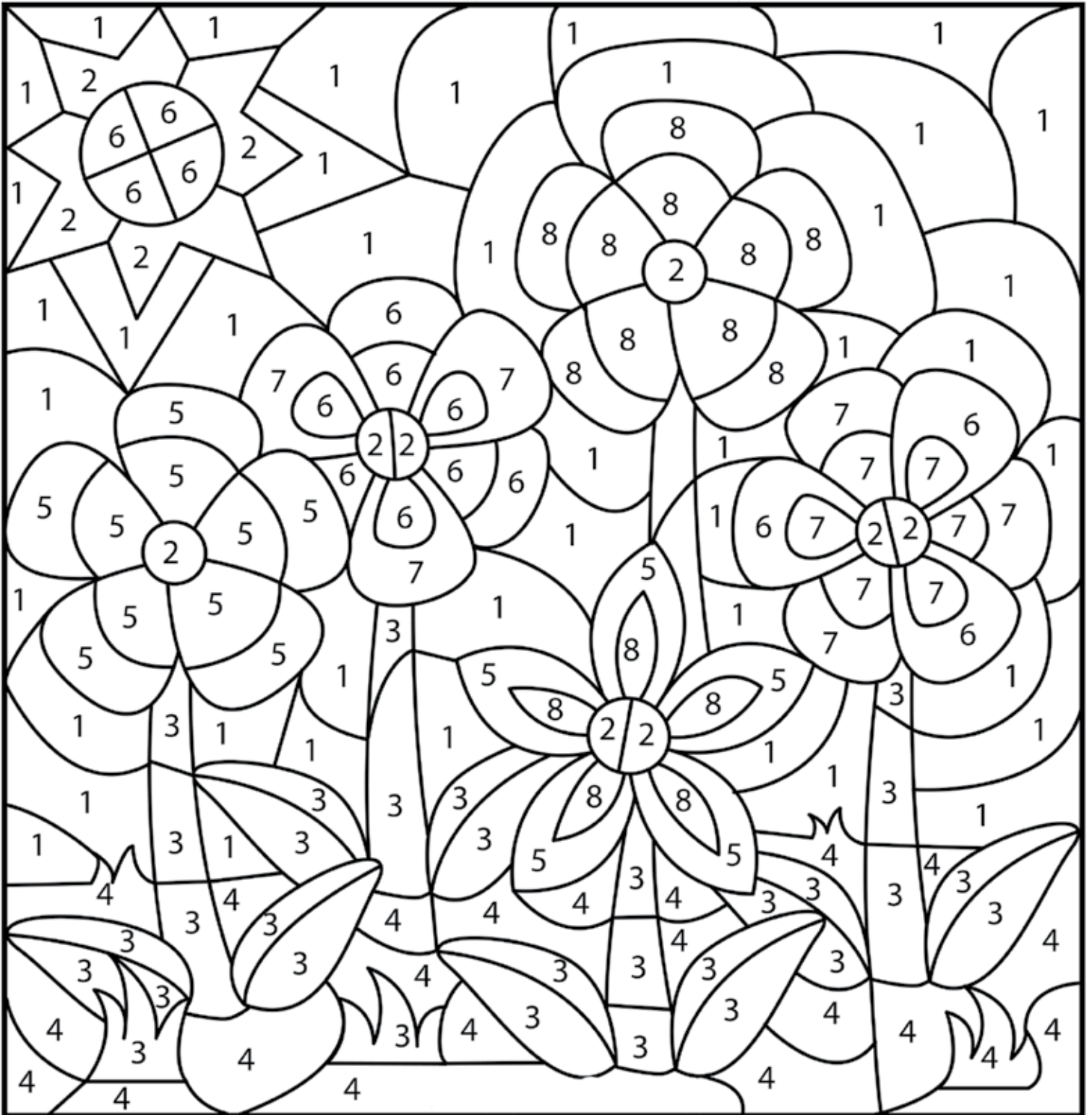
**General  
Example**

# Color by numbers Butterfly



**General  
Example**

# Color by numbers Flowers



**General  
Example**



### You will need:

Sheets of White or Colored Construction Paper  
Scissors  
Paper plates  
Glue or Glue Stick  
Crayons, Markers, or Pencils

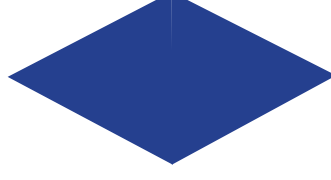
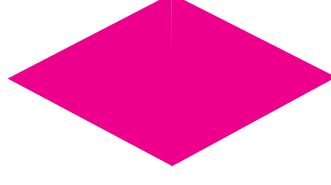
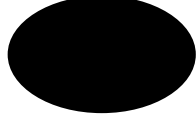
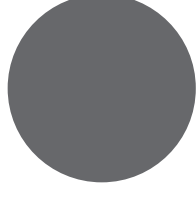
The following projects are meant to be completed in a sequence of increasing difficulty. Completed project illustrations on the exercise sheet are printed small to conserve space.

### Instructions:

Cut along the dashed lines. Arrange cut out shapes on any color paper you wish using the illustration as a guide. Glue shapes onto the paper. Follow any additional instructions found on the exercise sheet. For example, some projects may require coloring, tracing, and drawing.

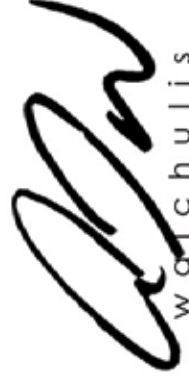
### Optional supplies:

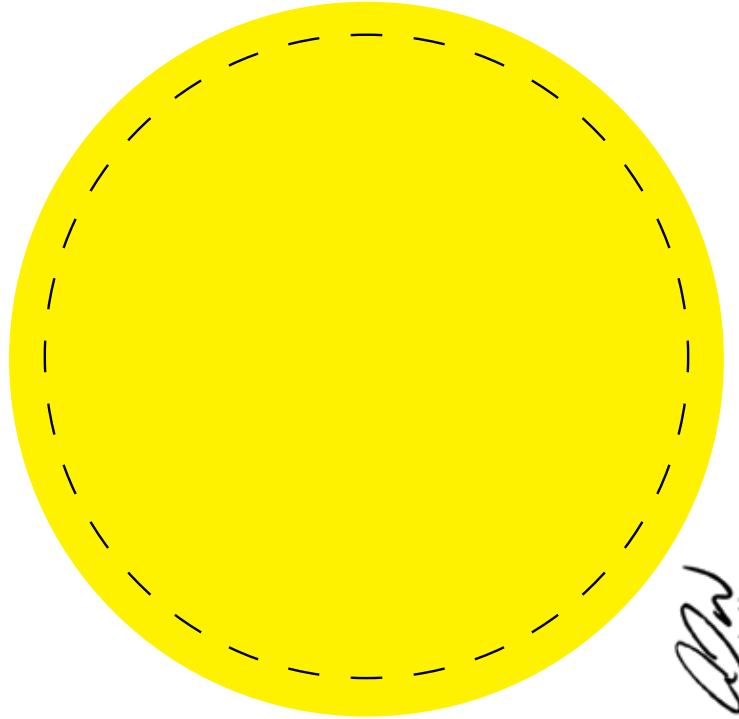
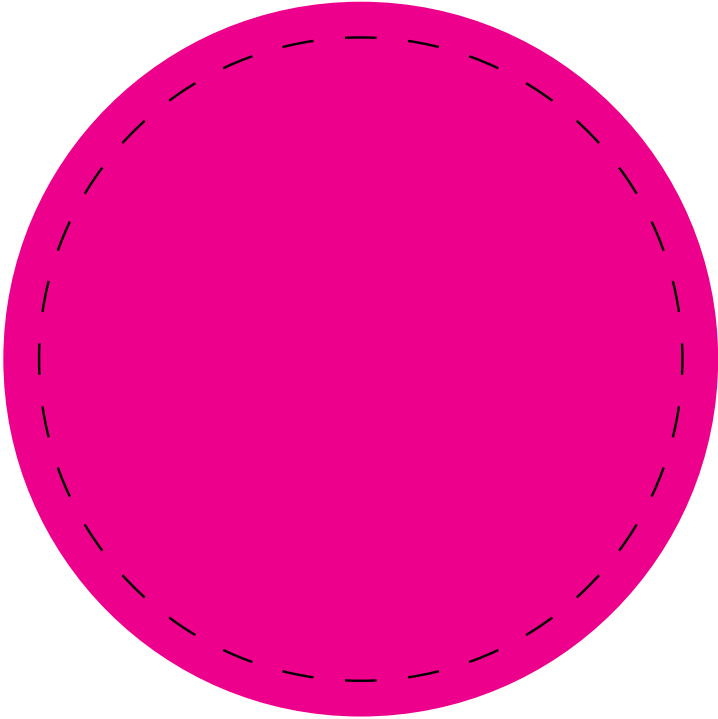
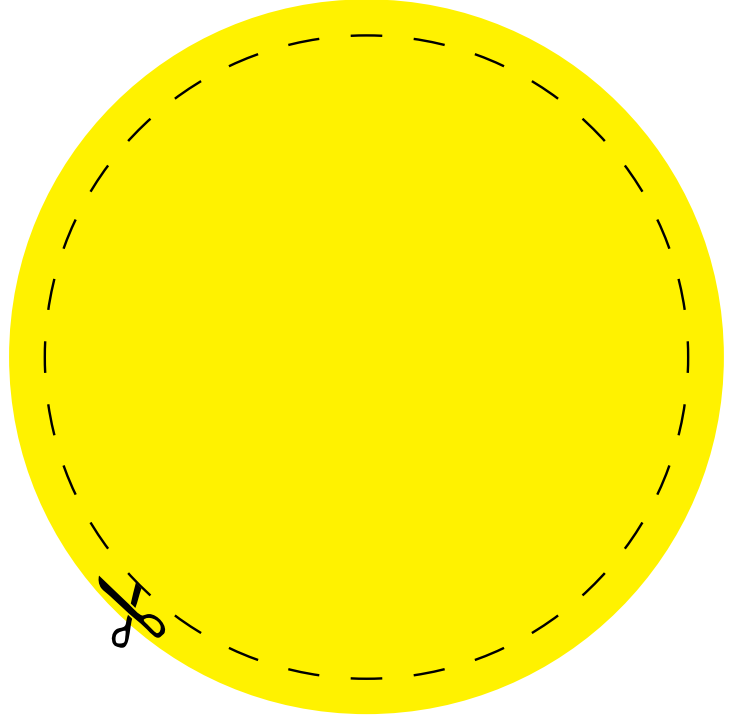
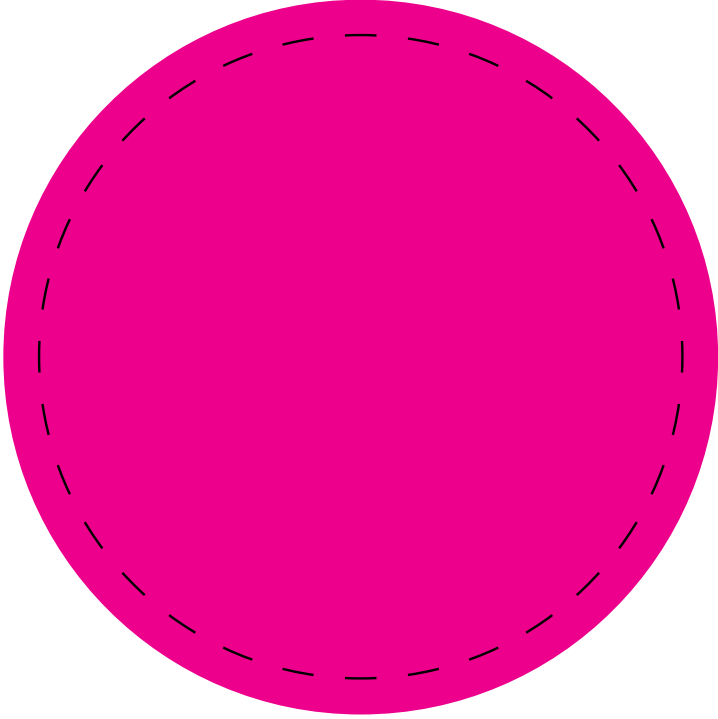
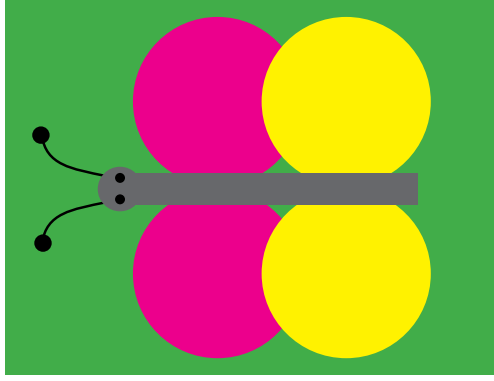
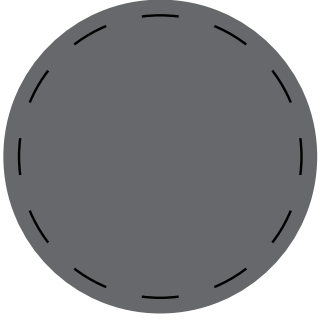
Straws  
Glitter  
Leaves  
Branches  
Googly eyes

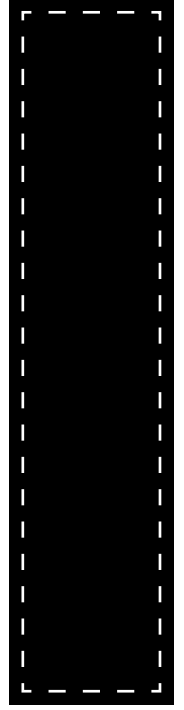
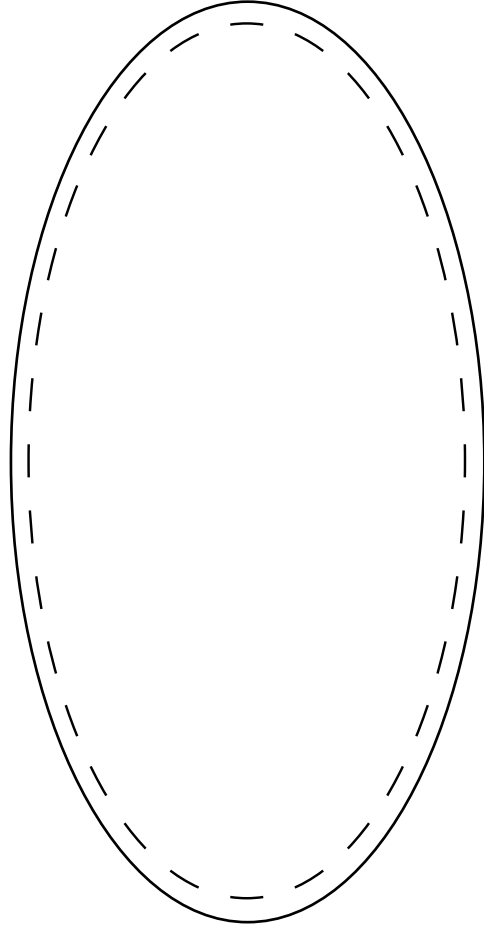
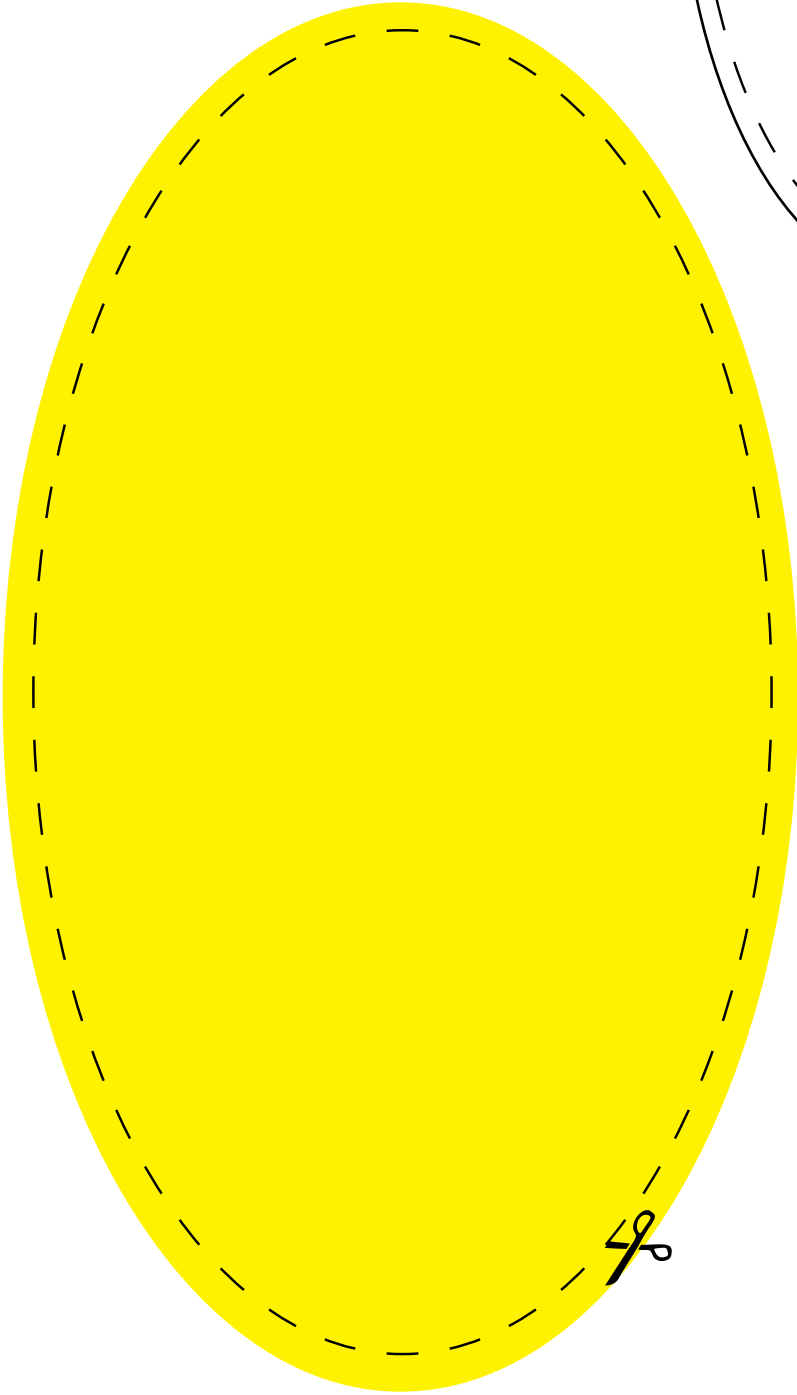
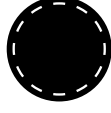
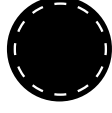
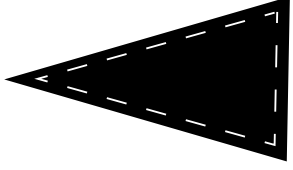
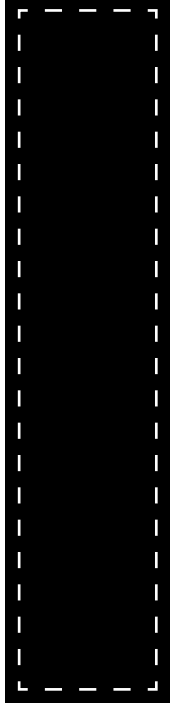
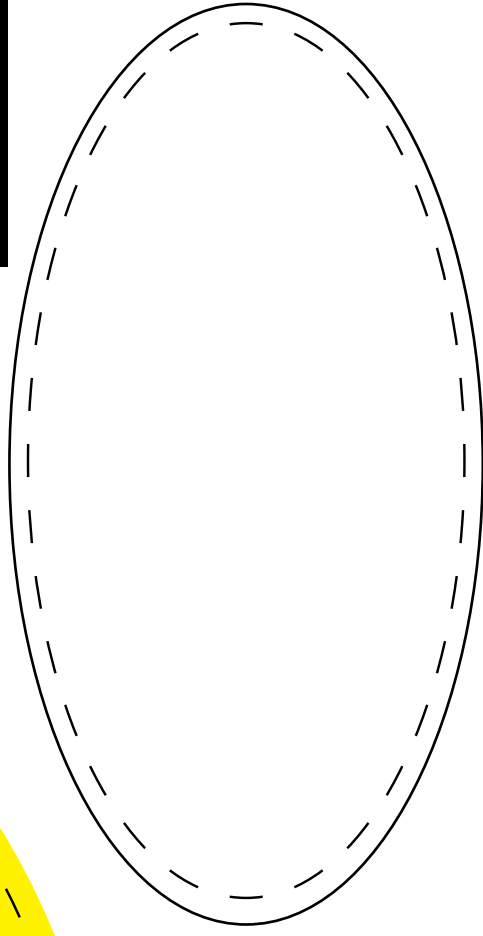
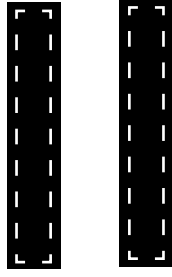
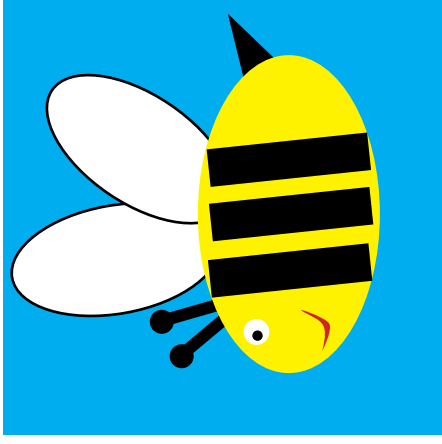


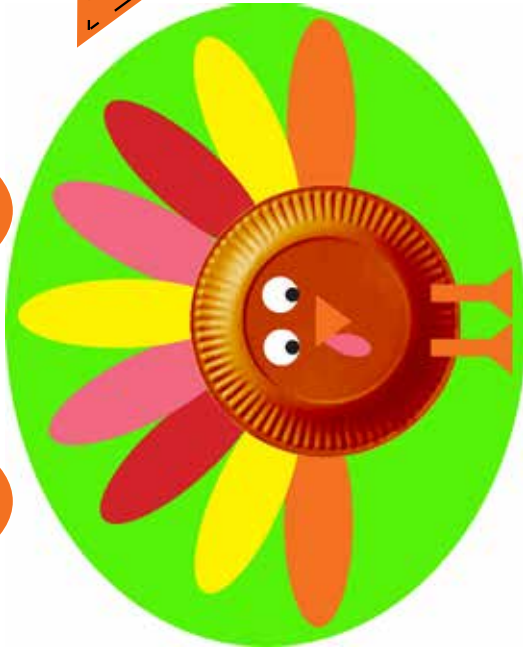
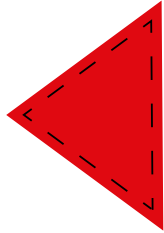
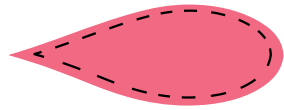
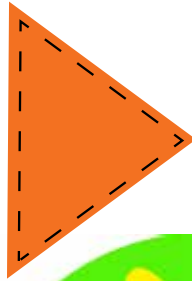
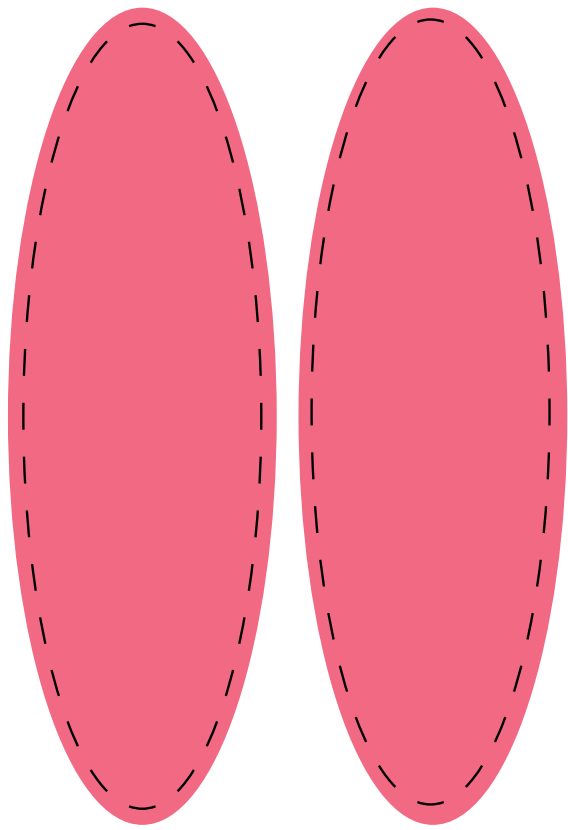
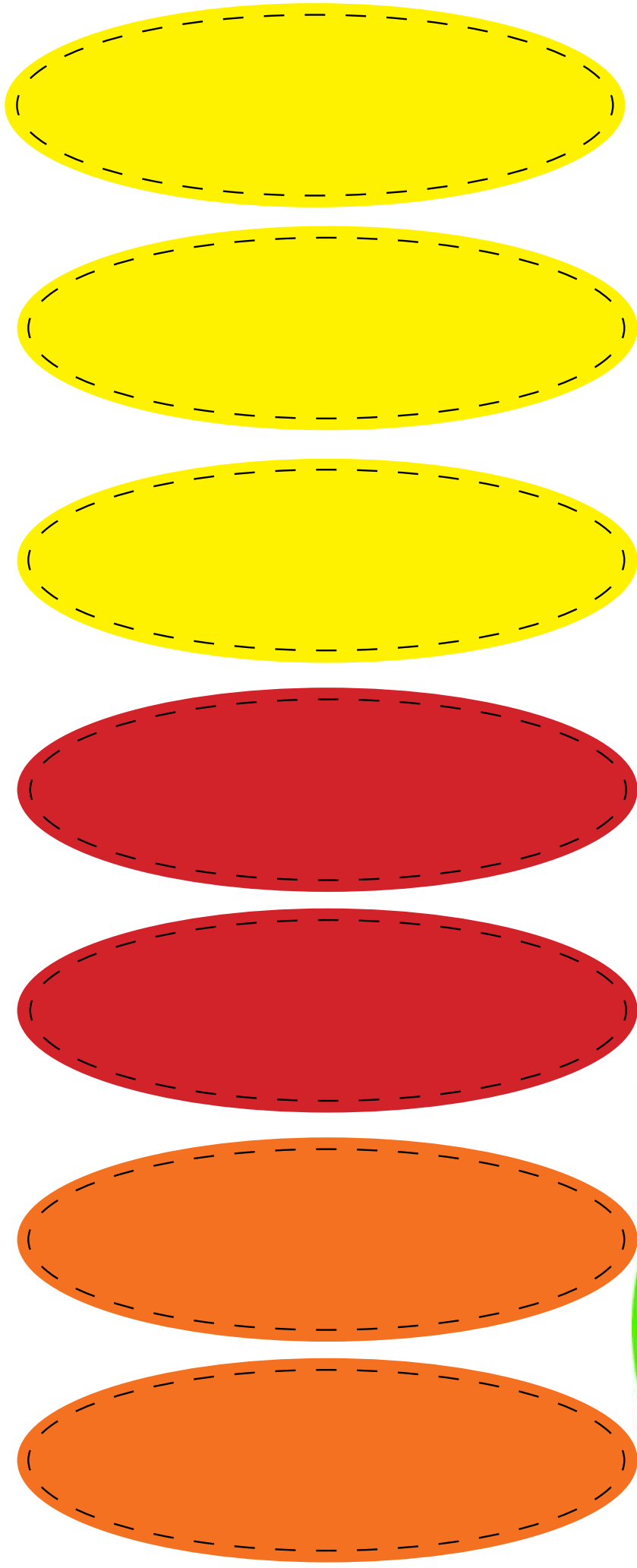
### Note:

All of the exercises can be substituted with construction paper instead of printer paper. Teachers can draw outlines of the shapes.







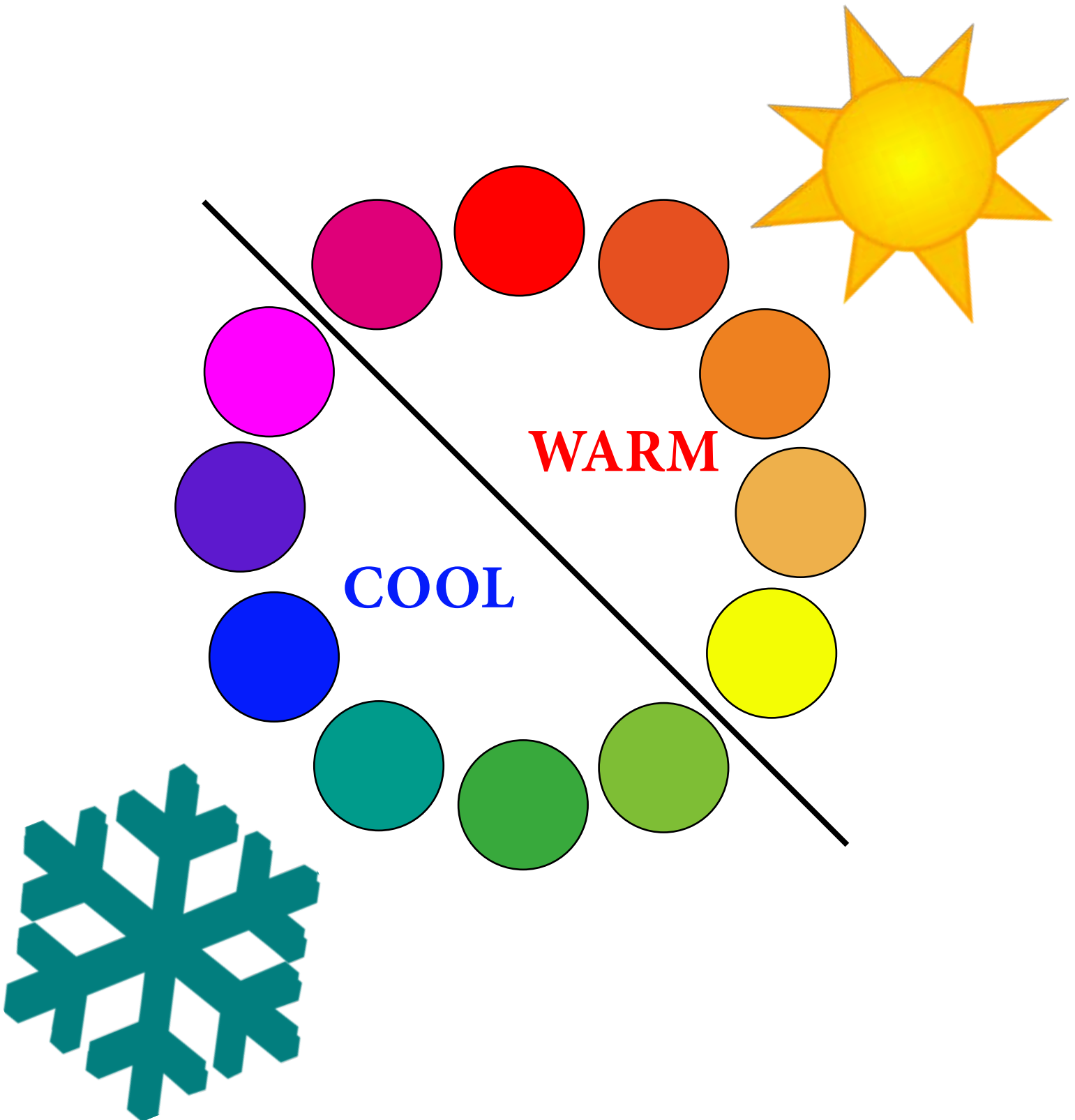


*Adrienne*  
WACHSHEIM

# COLOR

*AW*  
Worchulis

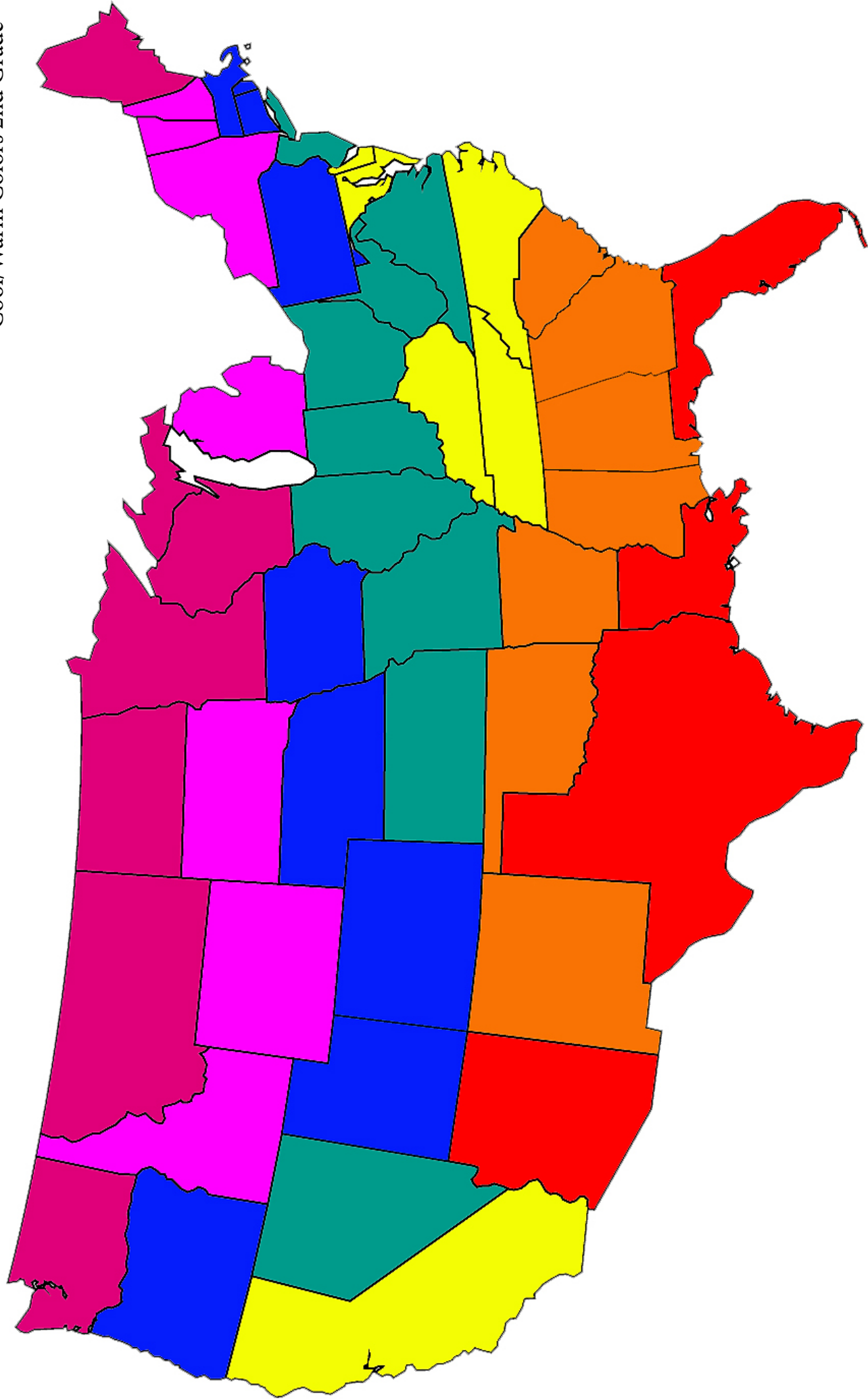
Cool/Warm Colors 2nd Grade



# COLOR

*Alan*  
WACHS  
HULLIS

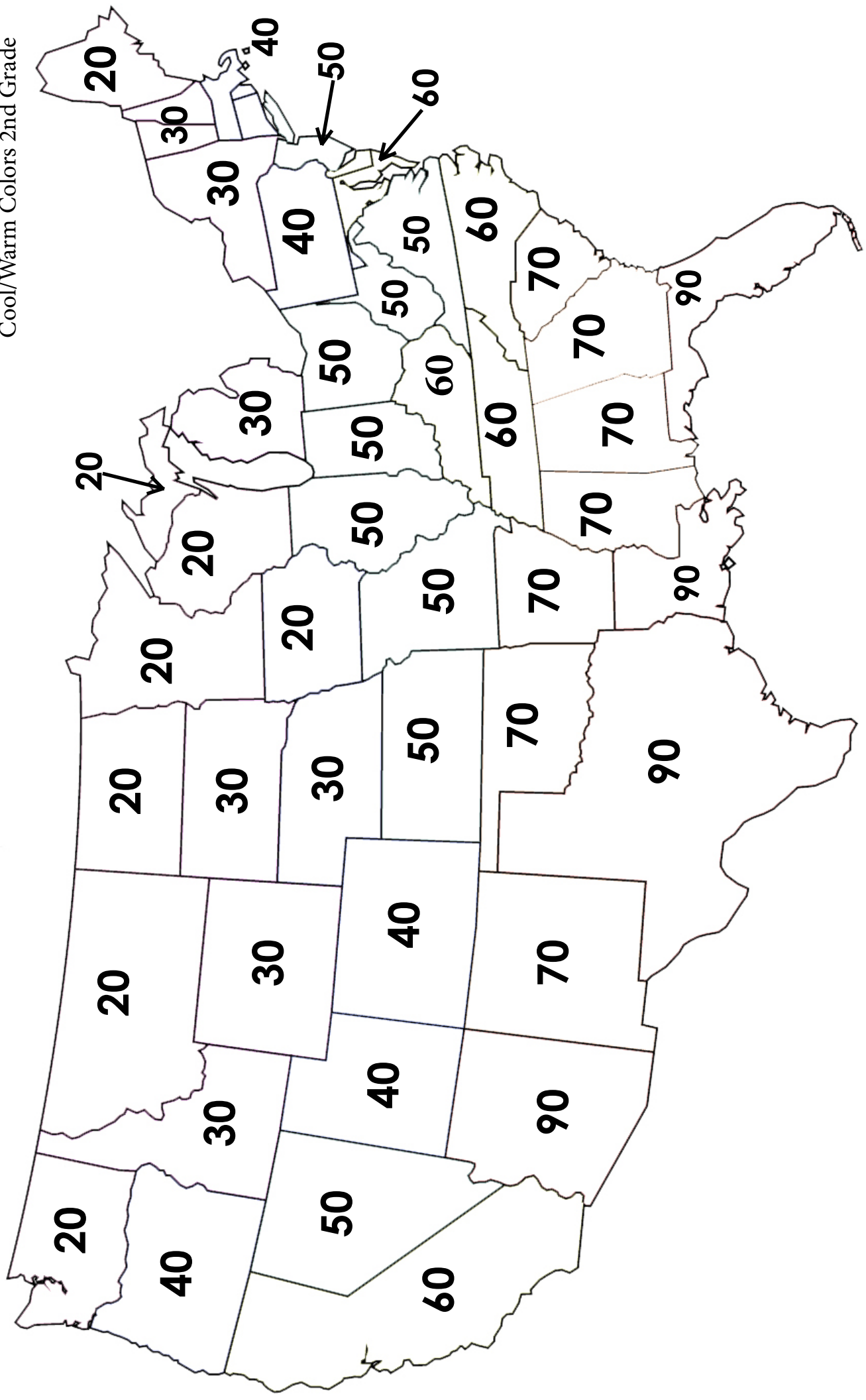
Cool/Warm Colors 2nd Grade



# COLOR

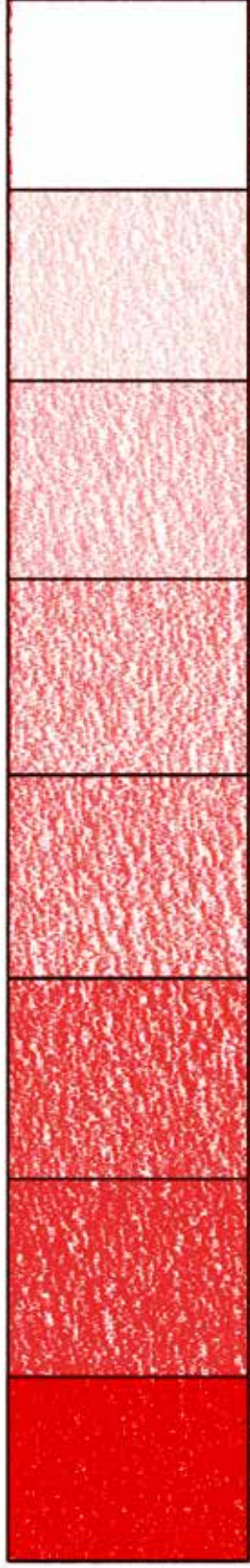
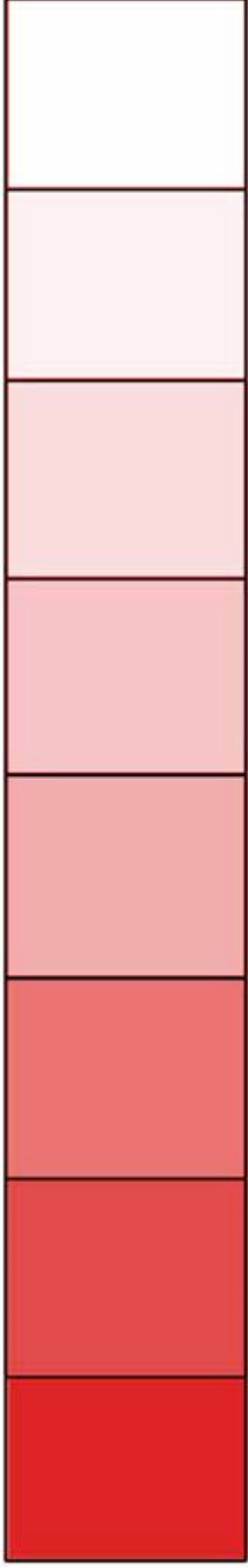


Cool/Warm Colors 2nd Grade



# VALUE

w/color





DOT / LINE

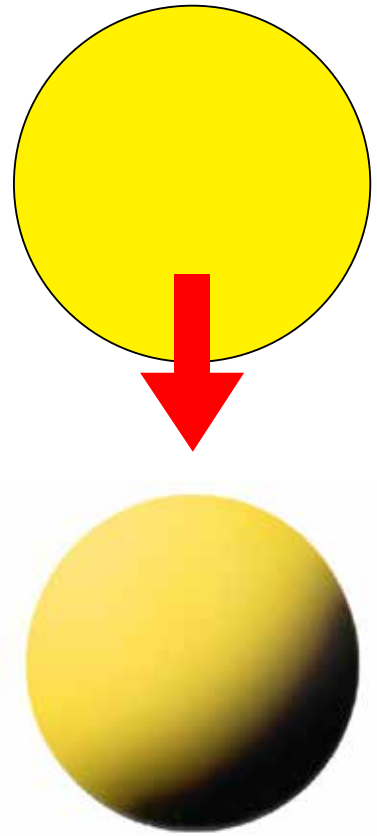
SHAPE

VALUE

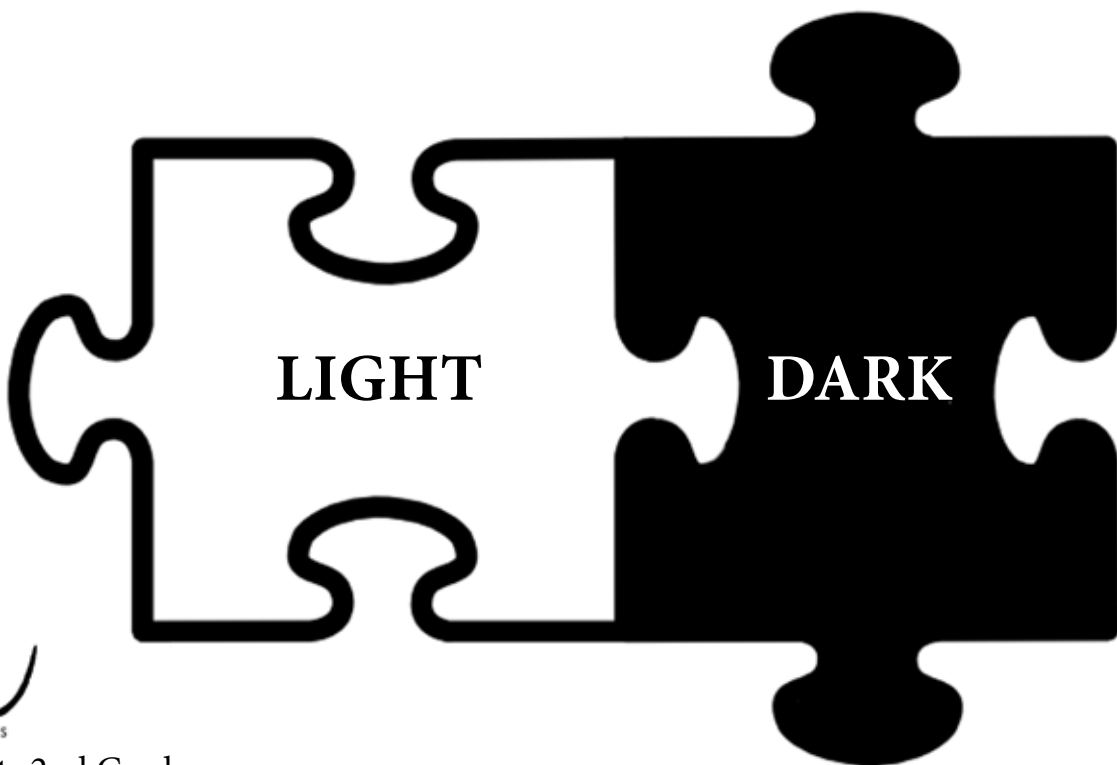
COLOR

**FORM**

# FORM



LIGHT MAKES FLAT SHAPES INTO **3-D FORMS**





# FORMS



SHAPE



VALUE



COLOR

**SPHERE**



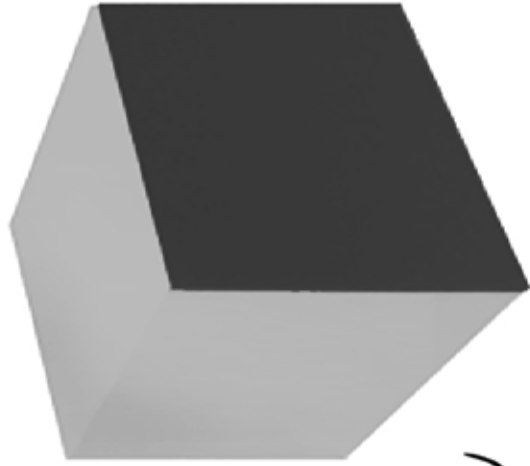
**CYLINDER**



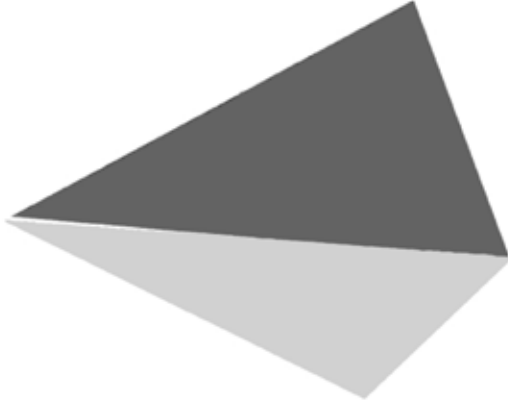
**CONE**



**CUBE**



**PYRAMID**



**POLYHEDRON**





# FORMS

IN COLOR

- SHAPE
- VALUES
- COLOR

**SPHERE**



**CYLINDER**



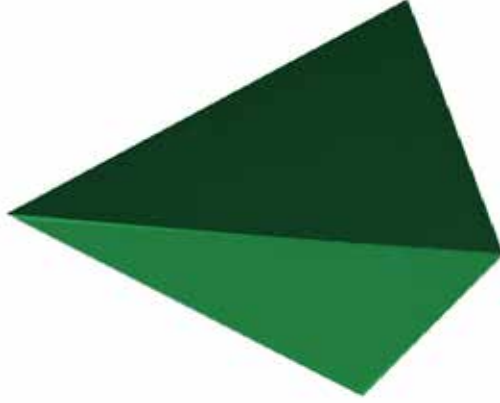
**CONE**



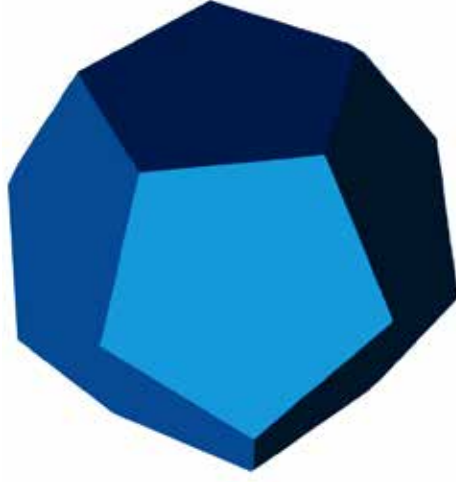
**CUBE**



**PYRAMID**



**POLYHEDRON**



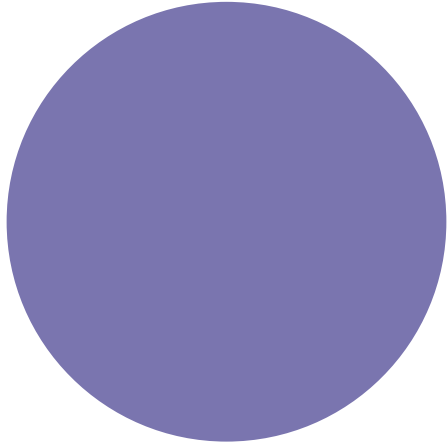


# FORMS

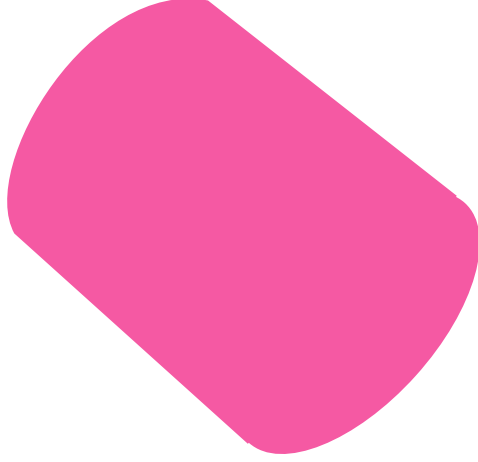
IN COLOR

- SHAPE
- VALUES
- COLOR

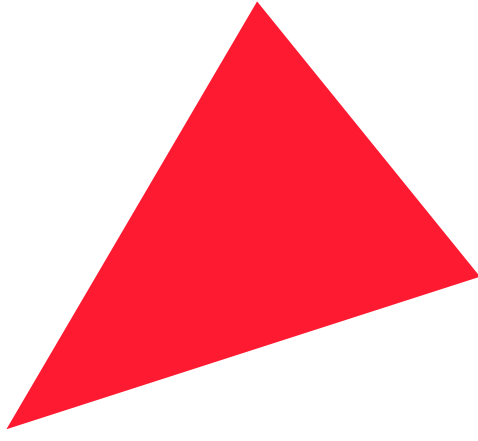
**SPHERE**



**CYLINDER**



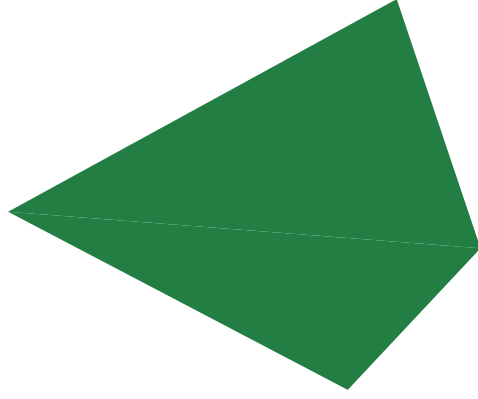
**CONE**



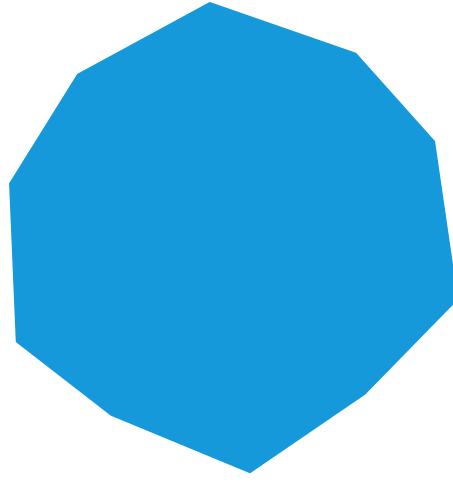
**CUBE**



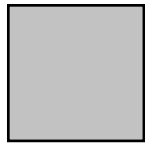
**PYRAMID**



**POLYHEDRON**



# Shape/form

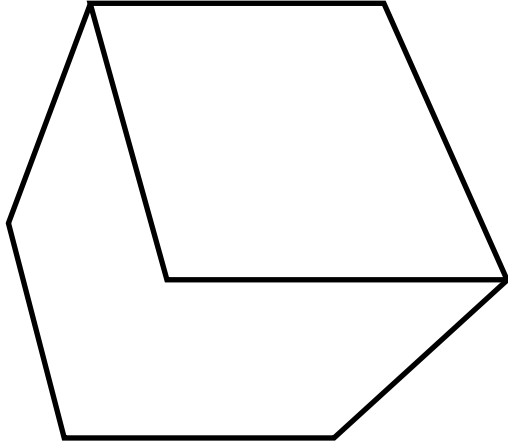
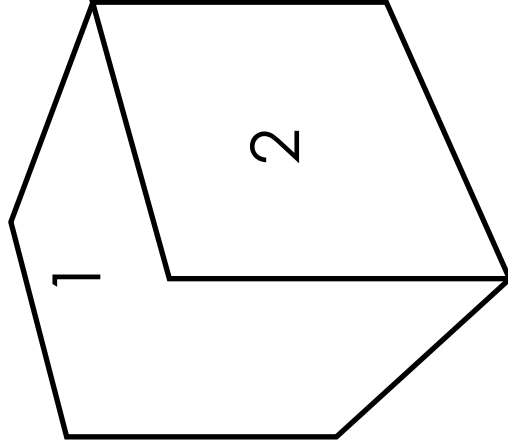
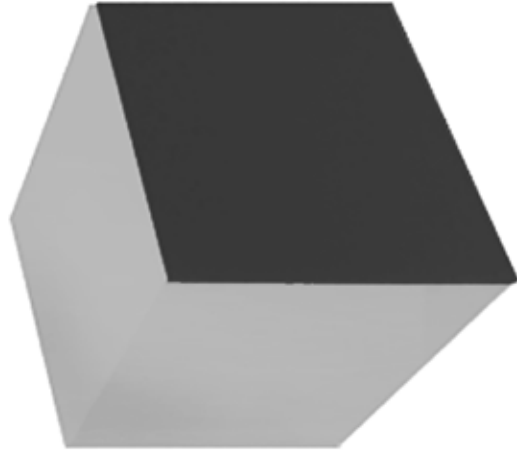
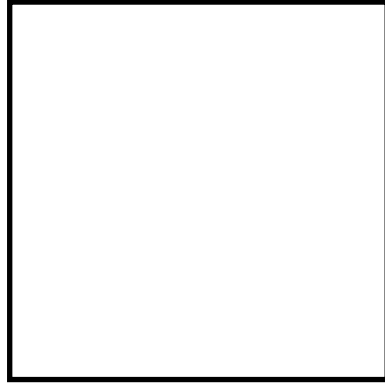
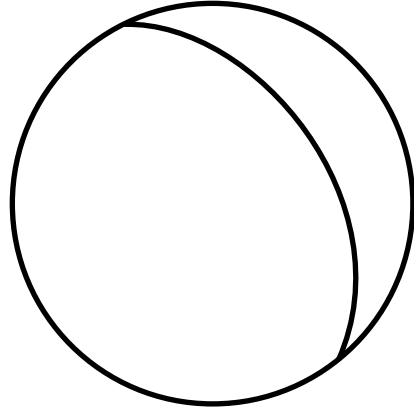
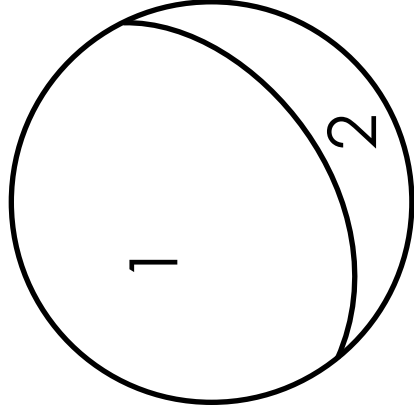
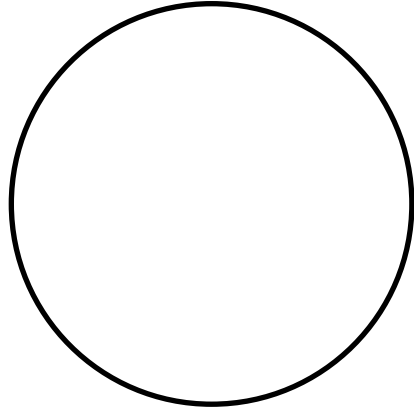


1. Grey

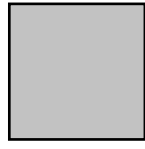


2. Black

## SPHERE



# Shape/Form

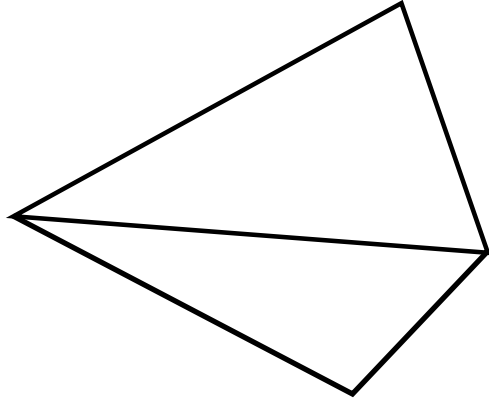
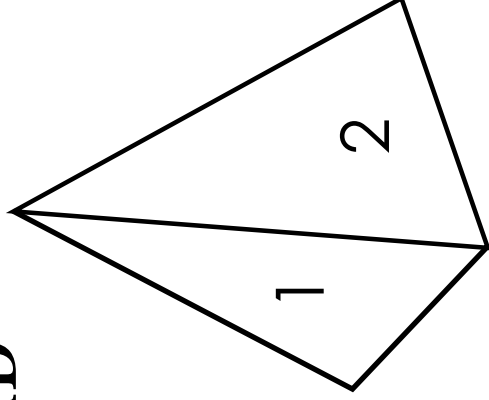
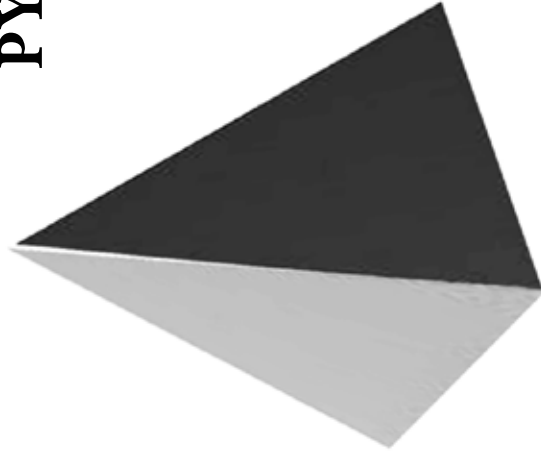
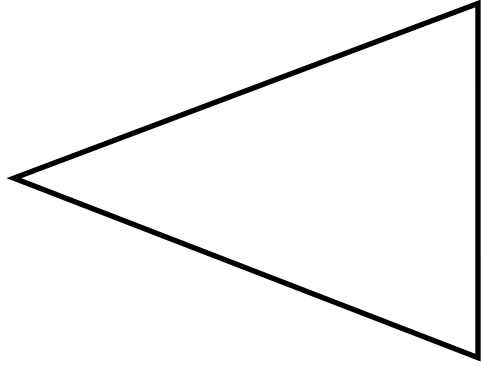


1. Grey

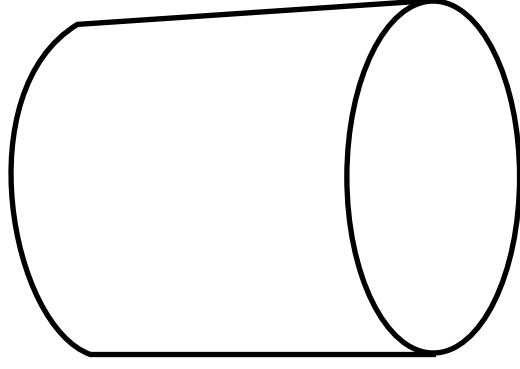
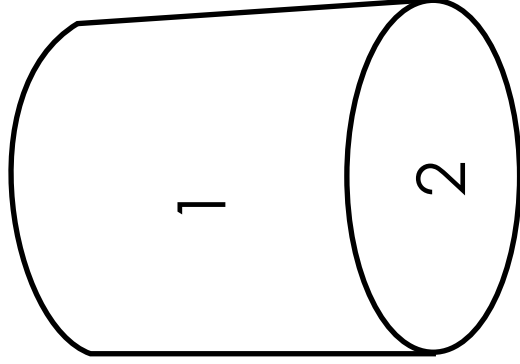
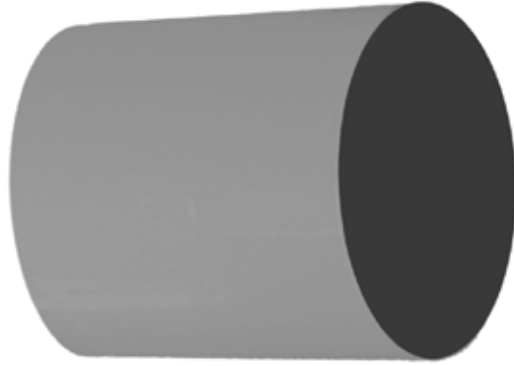


2. Black

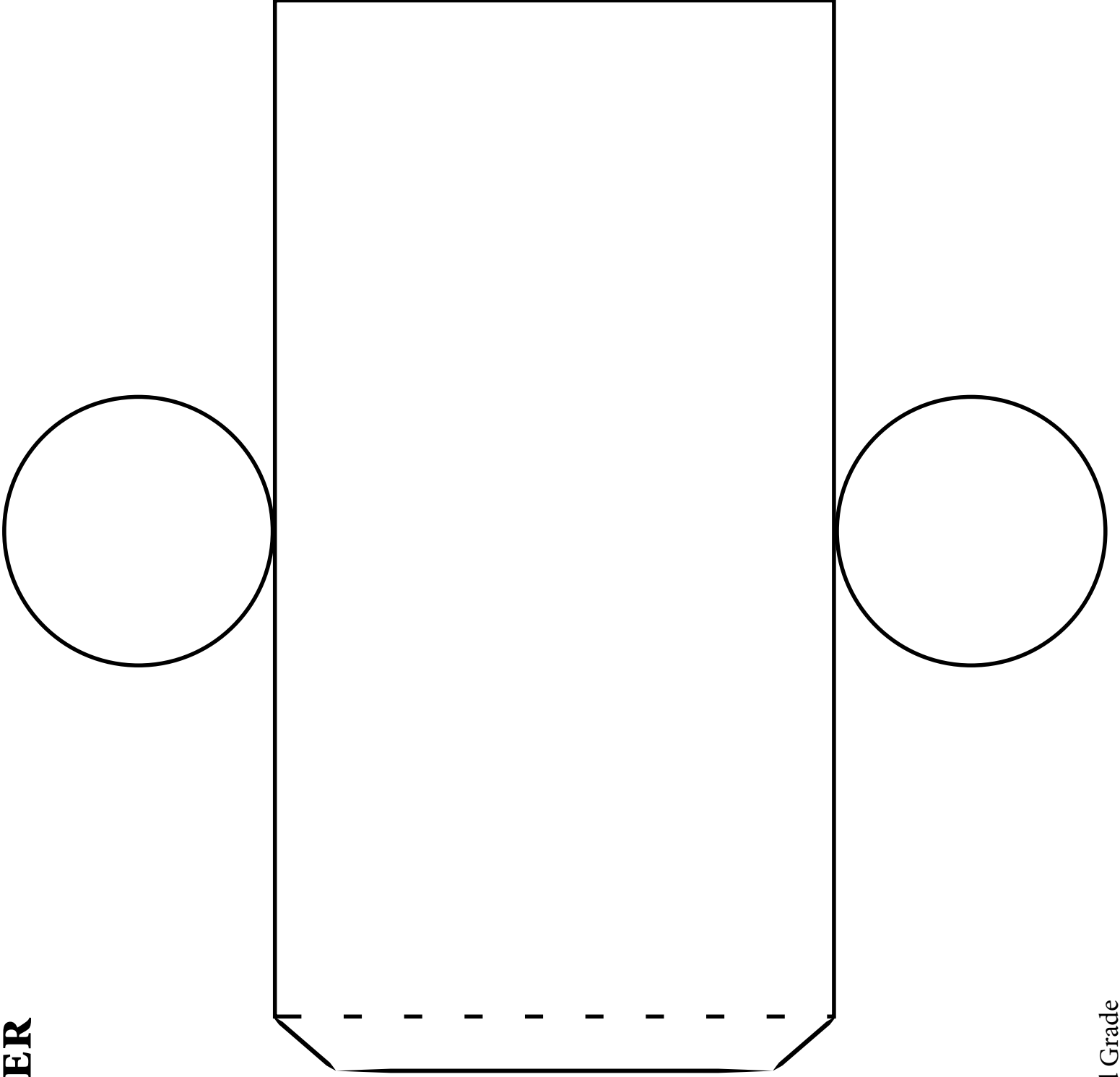
## PYRAMID



## CYLINDER

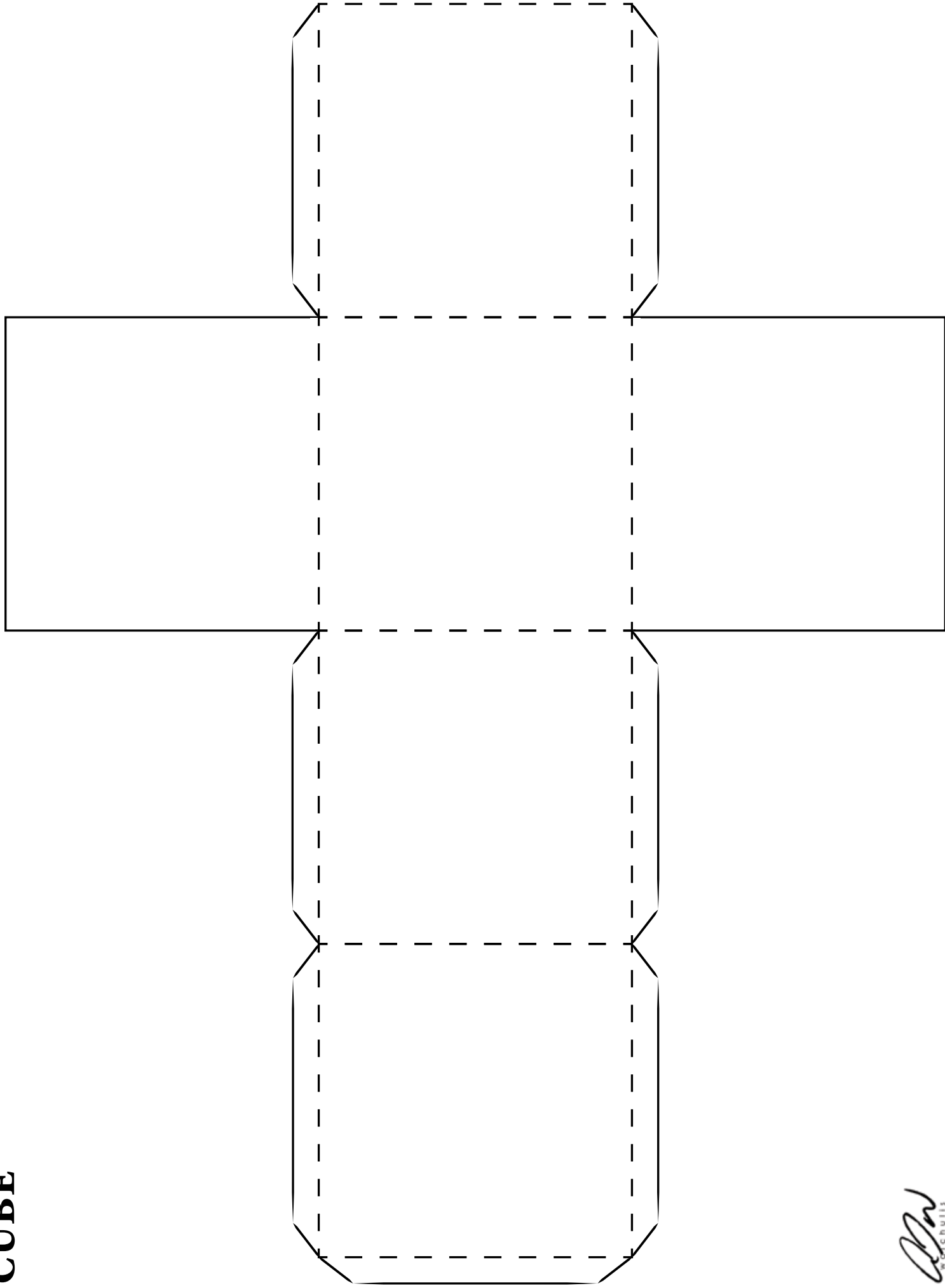


# CYLINDER

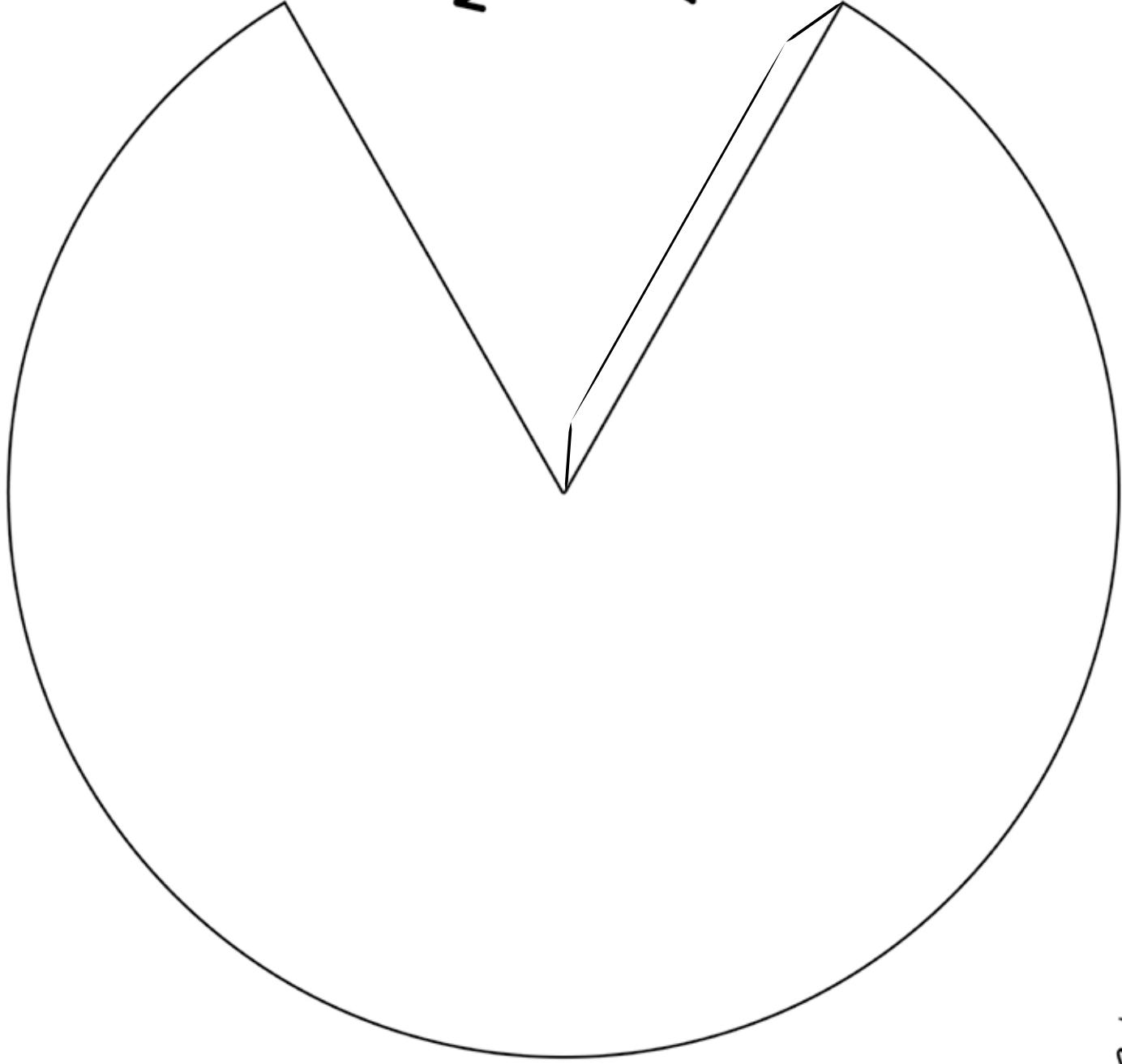




# CUBE



# CONE



Overlap both edges and  
glue them together

