



Key Content Standards Grade Two

Dance	Music	Theatre	Visual Arts
 <p>1.3 (<i>Artistic Perception</i>) Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <p>3.1 (<i>Historical and Cultural Context</i>) Name and perform social and traditional dances from various cultures.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p> <p>5.2 (<i>Connections, Relationships, Applications</i>) Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p>	 <p>1.2 (<i>Artistic Perception</i>) Read, write, and perform simple patterns of pitch, using solfège.</p> <p>2.4 (<i>Creative Expression</i>) Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p> <p>4.2 (<i>Aesthetic Valuing</i>) Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p>	 <p>1.1 (<i>Artistic Perception</i>) Use the vocabulary of theatre, such as <i>plot</i> (<i>beginning, middle, and end</i>), <i>scene</i>, <i>sets</i>, <i>conflict</i>, <i>script</i>, and <i>audience</i>, to describe theatrical experiences.</p> <p>2.1 (<i>Creative Expression</i>) Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p> <p>4.1 (<i>Aesthetic Valuing</i>) Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</p>	 <p>1.3 (<i>Artistic Perception</i>) Identify the elements of art objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</p> <p>2.1 (<i>Creative Expression</i>) Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p> <p>3.2 (<i>Historical and Cultural Context</i>) Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p> <p>4.3 (<i>Aesthetic Valuing</i>) Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p>

Grade Two Content Standards

Component Strand: 1.0 Artistic Perception

Dance Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Music Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Theatre Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	Visual Arts Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).</p> <p>1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <p>1.4 Expand the ability to incorporate spatial concepts with movement problems.</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Name a large number of locomotor and axial movements used in dance.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <p>1.2 Read, write, and perform simple patterns of pitch, using solfège.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p> <p>1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</p> <p>1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Use body and voice to improvise alternative endings to a story.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.</p> <p>1.2 Perceive and discuss differences in mood created by warm and cool colors.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</p>

 Indicates a key content standard for the grade level. See page 23 for information on key content standards.

Grade Two Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create and improvise movement patterns and sequences.</p> <p>2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.</p> <p>2.4 Create shapes and movements, using fast and slow tempos.</p> <p>2.5 Develop a dance phrase that has a sense of unity.</p> <p><i>Communication of Meaning in Dance</i></p> <p>2.6 Create, memorize, and perform original expressive movements for peers.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.7 Work cooperatively in small and large groups.</p> <p>2.8 Demonstrate partner skills (e.g., imitating and leading/following).</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play rhythmic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4  Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1  Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.</p> <p>2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.</p> <p>2.4 Create costume pieces, props, or sets for a theatrical experience.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1  Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.</p> <p>2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.</p> <p>2.4 Create a painting or drawing, using warm or cool colors expressively.</p> <p>2.5 Use bilateral or radial symmetry to create visual balance.</p>

Grade Two Content Standards

Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform social and traditional dances from various cultures.</p> <p>3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.</p> <p>3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).</p> <p><i>History and Function of Dance</i></p> <p>3.4 Describe dances seen in celebrations and community events.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the uses of specific music in daily or special events.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing simple songs and play singing games from various cultures.</p> <p>3.3 Describe music from various cultures.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatre and storytelling forms from different cultures.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal characters in stories and plays from different periods and places.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Explain how artists use their work to share experiences or communicate ideas.</p> <p>3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.</p>



Grade Two Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).</p> <p> 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use the terminology of music in discussing individual preferences for specific music.</p> <p><i>Derive Meaning</i></p> <p> 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p> <p>4.3 Identify how musical elements communicate ideas or moods.</p> <p>4.4 Respond to a live performance with appropriate audience behavior.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p> 4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</p> <p>4.2 Respond to a live performance with appropriate audience behavior.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Identify the message or moral of a work of theatre.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.</p> <p>4.2 Compare different responses to the same work of art.</p> <p><i>Make Informed Judgments</i></p> <p> 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p> <p>4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.</p>

Grade Two Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).</p> <p>5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Describe how choreographers create dances.</p> <p>5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and discuss who composes and performs music.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).</p> <p>5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.</p> <p><i>Visual Literacy</i></p> <p>5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).</p>