

State Goal 25: Know the Language of the Arts:

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, differences, and connections in and among the arts.

National Standards for Arts Education: Students should know and be able to develop and present basic analyses of works of art. Students should know and be able to relate various types of arts knowledge and skills within and across the arts disciplines.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grade 2: 2.25A.01 Identify two parts in a dance or accompaniment.</p> <p>2.25A.02 Identify personal and shared space, directions, levels, size of movements, body shapes.</p>	<ul style="list-style-type: none"> • Recognize and explore AB form. • Identify/demonstrate movement elements and skills in performing dance. • Create a dance phrase, accurately repeat it, and then vary it, e.g., change the space, time, level, shape(s), and/or energy. 	<p>Physical Education: Perform different stretches and movements.</p>
<p>DRAMA</p> <p>Critical for Mastery at Grade 2: 2.25A.01 Differentiate among personal space, group space, and partner space.</p>	<ul style="list-style-type: none"> • Demonstrate appropriate spacing in each situation; explain the differences. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
2.25A.02 Choose movements to communicate an idea.	<ul style="list-style-type: none"> • Interpret the text of a story, feelings of characters, etc. through movement. 	Literature: Create and perform movements that tell a scene from a story. Visual Arts: Create stick puppets; use these to demonstrate feelings. Physical Education: Combine body parts, movement to rhythmic patterns.
2.25A.03 Distinguish between vocal and nonvocal sounds used in a drama.	<ul style="list-style-type: none"> • Observe live drama; identify correctly the sounds heard and their sources. 	Literature: Watch a story clip and identify the emotions observed.
2.25A.04 Identify the characters, setting, problem and solution in a drama.	<ul style="list-style-type: none"> • Describe a dramatic experience, e.g., characters, setting, problem, and/or solution accurately. 	
2.25A.05 Identify emotions created by actor in a drama.	<ul style="list-style-type: none"> • Describe elements of dramatic performances that produce an emotional response in oneself or an audience. • Demonstrate feelings of happy, sad, mad, and frightened as observed in a drama. 	
MUSIC Critical for Mastery at Grade 2: 2.25A.01 Identify timbre (tone color) of voices, environmental sounds, and classroom instruments.	<ul style="list-style-type: none"> • Use descriptive language to identify tone color, e.g., calm, harsh, raspy, twangy, etc. 	<p><i>“People who make music together cannot be enemies, at least while the music lasts.”</i></p> <p style="text-align: right;">Paul Hindemith</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
2.25A.02 Indicate the phrases or sections in simple AB and ABA songs.	<ul style="list-style-type: none"> • Identify/reproduce the melody/rhythm of a musical phrase/section, e.g., use descriptive words, gestures, movements. 	
2.25A.03 Identify the sensory elements that create a mood, emotion, or idea in a musical example.	<ul style="list-style-type: none"> • Respond to various musical moods/rhythms, e.g., use color, texture, lines to express mood. 	
VISUAL ARTS Critical for Mastery at Grade 2: 2.25A.01 Describe a variety of lines.	<ul style="list-style-type: none"> • Recognize/describe lines in the environment. • Create a drawing using spiral, jagged, zigzag, and wavy lines on the horizontal, vertical, and/or diagonal. • Create a dot-to-dot drawing. • Draw “emotional” lines. 	
2.25A.02 Distinguish between organic and inorganic forms and shapes.	<ul style="list-style-type: none"> • Create a freeform natural drawing. • Compare the drawing to an inorganic (geometric) drawing. • Use clay to create/distinguish among organic and geometric forms. 	Science: Display and examine artifacts that are natural and/or man-made. Science: Observe primary colors and color “families” in the environment.
2.25A.03 Identify primary, secondary, and analogous colors in a work of art.	<ul style="list-style-type: none"> • Create an appropriate color wheel; use the color wheel to describe a poster, photograph, etc. • Create a secondary color wheel; describe the colors as analogous or tertiary. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.25A.04 Identify a variety of textures from organic and person-made objects.</p>	<ul style="list-style-type: none"> • Go on a texture scavenger hunt; identify observed textures. • Construct a project using shapes/textures. 	<p><i>“Art is humanity’s most essential, most universal language.”</i> Ernest L. Boyer</p>
<p>2.25A.05 Identify elements in an art work that convey emotions.</p>	<ul style="list-style-type: none"> • Describe how jagged lines, curved shapes, bright colors, etc., convey anger, fear, happiness. • Use the senses, imagination, and recall to express ideas/feelings in art. 	
<p>DANCE/DRAMA/MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 2: 2.25B.01 Identify sensory elements, organizational principles and expressive qualities used in more than one art form.</p>	<ul style="list-style-type: none"> • Be aware of elements, e.g., line, shape, color, form, space, etc., principles, e.g., balance, contrast, pattern, variety, etc., and expressive qualities used in more than one art form. • Understand/use similarities and differences between key features of art forms. 	<p>Geography: Use the language of art to describe environs: desert, rain forest, etc.</p>
<p>2.25B.02 Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form.</p>	<ul style="list-style-type: none"> • Identify similar elements, principles, qualities, e.g., rhythm is used/observed in all four of the arts. • View /listen to more than one art form, ex., <i>“Peter and the Wolf”</i> and identify different/common elements. • Use a graphic organizer, e.g., <i>Venn Diagram</i>, to conduct the examination of the elements, principles, and expressive qualities. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.25B.03 Investigate story, feelings, or expressive ideas shared in the work of two different art forms.</p>	<ul style="list-style-type: none"> • Compare/contrast the likeness/differences of story, feelings, ideas, of similar subjects in two different art forms. • Describe how visual features/organizational principles, e.g., repetition, contrast, balance, etc., can be used to influence a viewer's emotional response to works of art. 	<p>Literature: Music: Study/compare versions of the <i>John Henry</i> song and the <i>Paul Bunyan</i> story; discover characteristics of the folk process.</p>

State Goal 26: Through creating and performing, understand how works of art are produced:

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

National Standards for Arts Education: Students should be able to communicate at a basic level in the four arts disciplines.
 Students should be able to communicate proficiently in at least one art form.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE</p> <p>Critical for Mastery at Grade 2:</p> <p>2.26A.01 Explain why the body is the main tool of dance.</p> <p>2.26A.02 Understand that words, sounds, pictures, props, and stories are used to create or perform dances.</p> <p>2.26A.03 Explore movement combining two or more elements.</p>	<ul style="list-style-type: none"> • Tell why the body is the most appropriate tool for dance. • Discuss ways/suggest movements appropriate as response to words, sounds, pictures, props, and/or stories; use any of the responses to enhance a dance/movement. • Combine two elements, e.g., join body shape and level. • Vary actions with regard to spatial elements, e.g., personal/shared space, direction, size, etc. 	<p>Physical Education: Perform a series of movements from different sports.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
2.26B.01 Perform and differentiate among basic locomotor and nonlocomotor movements.	<ul style="list-style-type: none"> • Demonstrate locomotor movements, e.g., leap, gallop, slide, and skip traveling in straight/curved pathways. • Demonstrate nonlocomotor movements, e.g., twist and swing. • Walk, run, or skip appropriately on cue, e.g., travel diagonally and sideward; also turn(s). 	
2.26B.02 Demonstrate a variety of beats, tempos, and rhythms in response to verbal cues.	<ul style="list-style-type: none"> • Demonstrate accuracy in moving to musical beat and responding to changes in tempo. • Interpret the mood of music in movement. 	
Significant to Develop at Grade 2: 2.26B.03 Demonstrate changes in force/energy of movement in response to verbal cues when dancing.	<ul style="list-style-type: none"> • Listen for/respond to directions to move faster, stronger, lighter, etc. 	
DRAMA Critical for Mastery at Grade 2: 2.26A.01 Demonstrate group strategies used to plan a drama. 2.26A.02 Demonstrate the practicing/rehearsing techniques used to create a drama.	<ul style="list-style-type: none"> • Demonstrate collaborative skills. • Show/explain why actors use practicing/rehearsing techniques to prepare a drama. 	Literature: Participate in a play.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.26B.01 Interact in role with other characters using safe movement in an improvised and/or rehearsed drama.</p>	<ul style="list-style-type: none"> • Work with others safely and correctly in an improvised/rehearsed drama. 	
<p>2.26B.02 Demonstrate ways to use the body and voice to communicate character actions, emotions, and sounds in a drama.</p>	<ul style="list-style-type: none"> • Show ways to communicate character and/or sounds in a drama. • Communicate feelings through mime and words. 	<p>Science: Mathematics: Follow a multi-step procedure.</p>
<p>2.26B.03 Follow multi-step directions.</p>	<ul style="list-style-type: none"> • Demonstrate an ability to follow a multi-step procedure accurately. 	
<p>MUSIC</p> <p>Critical for Mastery at Grade 2: 2.26A.01 Identify classroom instrument sounds.</p>	<ul style="list-style-type: none"> • Identify, correctly, the sounds instruments make. • Distinguish between the sounds of two different classroom instruments, e.g., tambourine and drum. 	
<p>2.26A.02 Use correct technique when playing classroom instruments.</p>	<ul style="list-style-type: none"> • Demonstrate correct techniques, e.g., holding mallets, striking drums, keyboard technique; use Orff and rhythm instruments. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.26A.03 Use appropriate vocal timbre and volume when singing classroom songs.</p>	<ul style="list-style-type: none"> • Sing a familiar song with correct pitch and voice projection. • Sing accurately/expressively with a clear, relaxed tone quality. 	
<p>2.26A.04 Interpret basic rhythmic notation symbols.</p>	<ul style="list-style-type: none"> • Read/play, clap/chant simple rhythm patterns from notation. • Become familiar with a musical score; e.g., whole notes, half notes, quarter notes, rest. 	
<p>2.26B.01 Sing or play accurately simple pitch notation using a symbol system.</p>	<ul style="list-style-type: none"> • Recognize/accurately play basic pitch using a simple notation. • Use symbols, e.g., icons, syllables, numbers, letters, solfege, to sing and/or play pitch correctly. 	
<p>Significant to Develop at Grade 2: 2.26B.02 Improvise a rhythmic accompaniment for songs of various cultures.</p>	<ul style="list-style-type: none"> • Create a new rhythmic pattern for a familiar song using a variety of sound sources. • Move in response to music. • Create a new ending to a familiar song. 	
<p>2.26B.03 Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.</p>	<ul style="list-style-type: none"> • Create an original song. • Play simple ostinatos on classroom instruments to accompany songs/rhythm activities. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>VISUAL ARTS</p> <p>Critical for Mastery at Grade 2:</p> <p>2.26A.01 Distinguish among materials and tools used in 2-D and 3-D works.</p> <p>2.26A.02 Use appropriate tools correctly with simple materials when creating an art work.</p>	<ul style="list-style-type: none"> • List materials used to paint, draw, or construct a work of art accurately. • Tell/show the safe and responsible use of materials, e.g., brushes, scissors, clay, modeling tools when creating 2-D or 3-D work. 	
<p>2.26B.01 Create 2-D and 3-D art works that show the use of imagination and express personal ideas.</p>	<ul style="list-style-type: none"> • Manipulate 2-D and 3-D materials purposefully to create an art work that expresses an idea. 	<p><i>“A picture is a work of art, not because it is ‘modern,’ nor because it is ‘ancient,’ but because it is a sincere expression of human feeling.”</i></p> <p style="text-align: right;">John F. Carlson</p>

State Goal 27: Understand the role of the arts in civilizations, past, and present.

- A. Analyze how the arts function in history, society, and in every day life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

National Standards for Arts Education: Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>DANCE/DRAMA MUSIC/VISUAL ARTS</p> <p>Critical for Mastery at Grade 2: 2.27A.01 Identify and demonstrate the qualities of good audience behaviors.</p>	<ul style="list-style-type: none"> • Describe appropriate attentiveness and body control, e.g., no kicking, moving, no cell phones, etc. 	<p><i>“Music is a more potent instrument than any other for education.”</i> Plato</p>
<p>2.27A.02 Share comments in a positive manner about a performance and/or an art work.</p>	<ul style="list-style-type: none"> • Discuss the experience of viewing or participating in a work of art. 	
<p>2.27A.03 Name a variety of occupations associated with different art forms.</p>	<ul style="list-style-type: none"> • Name an occupation, e.g., director, actor, composer, conductor, painter, sculptor, dancer, choreographer. 	
<p>2.27A.04 Give examples of how the arts are used in celebrations.</p>	<ul style="list-style-type: none"> • Describe an art form unique to specific cultures, e.g., worship, cultural dances, songs, masks, etc. 	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 2: 2.27A.05 Describe how the arts tell us things in different ways.</p>	<ul style="list-style-type: none"> • Tell how the arts can surprise, amuse, inspire. 	<p><i>“Art washes from the soul the dust of everyday life.”</i> Pablo Picasso</p>
<p>2.27A.06 Give examples of personal experiences in the arts outside of school.</p>	<ul style="list-style-type: none"> • Tell about experiences in private classes, attendance and/or participation in theatre, etc. 	
<p>2.27B.01 Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life.</p>	<ul style="list-style-type: none"> • Identify themes in art, e.g., ideas, events, relationships. • Identify works of art of different countries. 	