



PENINSULA SCHOOL DISTRICT
Arts Curriculum
Second Grade

Draft

1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

BENCHMARK 1 Grade 5 (EALR)	A Peninsula Second Grade Student Will: (from the Frameworks) Dance	A Peninsula Second Grade Student Will: (from the Frameworks) Music	A Peninsula Second Grade Student Will: (from the Frameworks) Theatre	A Peninsula Second Grade Student Will: (from the Frameworks) Visual Arts	Instructional Materials that Support Student Learning	Instructional Strategies and Suggested Tools that Support Student Learning, Assessing, and Recording (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary						
Identify and use visual art, dance, theatre, and music vocabulary and concepts	<u>Elements</u> <i>space</i> <i>time</i> <i>energy/force</i> <ul style="list-style-type: none"> • Create and perform movement using straight, curved, and zigzag pathways (space) • Create movement that represents basic prepositional relationships such as above, below, around, between, etc. (space) • Create a wide variety of shapes with the body, such as wide, narrow, crooked, flat, etc. (space) 	<u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, tempo, phrasing)</i> <i>timbre</i> <ul style="list-style-type: none"> • Read, write, and create using rhythms including quarter notes and rests and paired eighths (rhythm) • Understand and use forte (f) and piano (p) (expression) 	<u>Elements</u> <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i> <ul style="list-style-type: none"> • Identify and describe main and minor character(s) • Identify and describe time and place of setting • Identify and describe main and minor action in a scene/play/story 	<u>Elements</u> <i>line</i> <i>shape/form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i> <ul style="list-style-type: none"> • Identify and demonstrate different line qualities (e.g., thick/thin) • Combine geometric and organic shapes to create freeform shapes • Create space in an artwork using the spatial devices of overlap and relative size 		

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1.1.2 Understand arts concepts and vocabulary						
Identify and use visual art, dance, theatre, and music vocabulary and concepts	<u>Principles of Organization</u> <i>repetition</i> <i>form/design</i> <i>theme</i> <ul style="list-style-type: none"> • Create movement sequences with a beginning, middle, and end (form) 	<u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> <ul style="list-style-type: none"> • Identify and use parts of the staff (i.e. treble clef, lines, and spaces) (notation) • Identify and create using simple musical forms (i.e., AB, ABA, call - response) (form) • Identify steps, leaps, and repeated notes on a staff (melody) 	<u>Principles of Organization</u> <i>plot</i> <i>design</i> <i>theme</i> <ul style="list-style-type: none"> • Retell basic plot with details of a scene/play/story • Identify appropriate costumes and props within a scene/play/story 	<u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i> <ul style="list-style-type: none"> • Identify and use emphasis/dominance 		

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1.2 Develop arts skills and techniques						
Identify and use basic art skills and techniques	<ul style="list-style-type: none"> • Create and replicate movement through mirroring and shadowing • Create and perform simple combinations of locomotor and non-locomotor movements • Perform simple dances in small groups 	<ul style="list-style-type: none"> • Sing and match pitch (range C – C)) • Read & perform simple rhythms • Create an improvisational response to a given pattern 	<ul style="list-style-type: none"> • Speak with a range of volume within dramatic activities (e.g. loud-soft, high-low) • Use movements to communicate character • Identify character's feelings • Contribute to solving a dramatic problem 	<ul style="list-style-type: none"> • Use art tools and materials safely and appropriately • Vary pressure, placement, and direction of tools with control • Use one type of tool (e.g., brushes) to create different visual qualities 		
1.3 Understand and apply arts styles from various artists, cultures, and times						
Identify specific attributes of art works of various artists, cultures, and times, using arts vocabulary	<ul style="list-style-type: none"> • Recognize that artworks have differing styles 	<ul style="list-style-type: none"> • Recognize that artworks have differing styles 	<ul style="list-style-type: none"> • Recognize that artworks have differing styles 	<ul style="list-style-type: none"> • Recognize that artworks have differing styles 		
1.4 Apply audience skills in a variety of skills in a variety of arts settings and performances						
Demonstrate audience conventions in a variety of arts settings and performances	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 		



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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Develop work using a creative process with instructor direction • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 		

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2.2 Apply a performance process in the arts						
Develop work using a performance process with instructor <ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 		

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2.3 Apply a responding process to an arts presentation						
Apply a responding process to an arts presentation with instructor direction <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 		



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3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
Express ideas and feelings through the arts	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 		
3.2 Use the arts to communicate for a specific purpose						
Create and/or perform an artwork to communicate for a given purpose with instructor direction	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 		
3.3 Develop personal aesthetic criteria to communicate artistic choices						
Explain how personal aesthetic criteria is reflected in artwork	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 		



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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)

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4.1 Demonstrate and analyze the connections among the arts disciplines						
Describe skills, concepts and vocabulary common among arts disciplines	<ul style="list-style-type: none"> • Demonstrate how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> • Demonstrate how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> • Demonstrate how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> • Demonstrate how an idea can be represented through various arts disciplines 		
4.2 Demonstrate and analyze the connections between the arts and other content areas						
Identify skills, concepts, and vocabulary common to the arts and other content areas	<ul style="list-style-type: none"> • Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> • Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> • Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> • Demonstrate concepts common to the arts and other content areas 		
4.3 Understand how the arts impact lifelong choices						
Analyze how the arts impact personal and community choices	<ul style="list-style-type: none"> • Identify examples of arts in the community 	<ul style="list-style-type: none"> • Identify examples of arts in the community 	<ul style="list-style-type: none"> • Identify examples of arts in the community 	<ul style="list-style-type: none"> • Identify examples of arts in the community 		
4.4 Understand that the arts shape and reflect culture and history						
Identify specific attributes of artworks that reflect culture	<ul style="list-style-type: none"> • Describe a specific artwork in the community 	<ul style="list-style-type: none"> • Describe a specific artwork in the community 	<ul style="list-style-type: none"> • Describe a specific artwork in the community 	<ul style="list-style-type: none"> • Describe specific artwork in the community 		
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
Describe career roles in the arts Demonstrate arts skills used in the world of work	<ul style="list-style-type: none"> • Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> • Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> • Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> • Maintain focus and demonstrate perseverance 		