Fine Arts: Grade 2 (Art, Music, & Theatre)

Adopted 2013

Subchapter D. Elementary

Art

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) compare and contrast variations in objects and subjects from the environment using the senses; and

(B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;

(B) create compositions using the elements of art and principles of design; and

(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

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(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) interpret stories, content, and meanings in a variety of artworks;

(B) examine historical and contemporary artworks created by men and women, making connections to various cultures;

(C) analyze how art affects everyday life and is connected to jobs in art and design; and

(D) relate visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) support reasons for preferences in personal artworks;

(B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.

Music

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) identify choral voices, including unison versus ensemble;

(B) identify instruments visually and aurally;

(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and

(D) identify and label simple small forms such as aaba and abac.

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

(A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest;

(B) read, write, and reproduce pentatonic melodic patterns using standard staff notation; and

(C) read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.

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(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and

(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.

(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

(A) create rhythmic phrases using known rhythms;

(B) create melodic phrases using known pitches; and

(C) explore new musical ideas using singing voice and classroom instruments.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including patriotic, folk, and seasonal music;

(B) examine short musical excerpts from various periods or times in history and diverse and local cultures; and

(C) identify simple interdisciplinary concepts relating to music.

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) begin to practice appropriate audience behavior during live or recorded performances;

(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;

(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and

(D) respond verbally or through movement to short musical examples.

Theatre

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(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(A) react to sensory experiences such as sight or sound through dramatic play;

(B) expand spatial awareness in dramatic play using expressive and rhythmic movement;

(C) participate in dramatic play using actions, sounds, and dialogue; and

(D) role play, imitate, and recreate dialogue.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;

(C) create dramatizations of limited-action stories using simple pantomime or puppetry; and

(D) dramatize poems and songs using simple pantomime or puppetry.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) select aspects of the environment such as location, climate, or time for use in dramatic play;

(B) adapt the environment for dramatic play using common objects such as tables or chairs;

(C) plan dramatic play; and

(D) cooperate and interact with others in dramatic play.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) imitate life experiences from school and community cultures in dramatic play; and

(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) discuss, practice, and display appropriate audience behavior;

(B) react to and discuss dramatic activities; and

(C) integrate music, creative movement, and visual components in dramatic play.