

## GRADE 2

### KEY CONCEPTS and SKILLS

Based on the *California State VAPA Standards and Framework*

#### Five VAPA Strands

1. **Artistic Perception:** processing, analyzing and responding to the arts
2. **Creative Expression:** creating, performing, participating in the arts
3. **Historical and Cultural Context:** cultures, historical periods, artistic contributions
4. **Aesthetic Valuing:** making critical judgments, deriving meaning from the arts, appreciation
5. **Connections, Relations, and Applications:** connecting and applying knowledge to other arts disciplines, subject areas and careers

#### Four VAPA Disciplines

Dance, Music, Theatre and Visual Arts

By the end of **Grade 2**, students proficient in the visual and performing arts should be able to demonstrate and apply the following Key Concepts and Skills.

#### DANCE

##### Use basic dance vocabulary to name and describe dance

- List a variety of dance steps, movement patterns and formations you see in a dance.
- Describe the type of energy quality in a dance and the emotion it represents.
- Identify strong and weak beats within a rhythm pattern
- Create movements to communicate an idea and perform for the class
- Demonstrate how the energy, gesture, tempo, and facial expression contribute to the meaning of the dance.
- Identify commonalities in body movement, pattern and form from various cultural dances.

##### Elements of Time and Space

- Perform a combination of even, uneven, strong and weak beats in rhythmic movement with varying speed in movement combinations
- Perform combinations of movement that employs level change
- Solve movement problems; perform axial/locomotor combinations, emphasizing time
- Count a series of movements (locomotor or axial) in groups of 8 beats. Freeze in a shape.
- Transform rhythmic patterns of sound into body movements – even and uneven rhythms

##### Create simple sequences of movement with a beginning, middle and an end

- Incorporate speed and spatial changes.
- Use elements of space to combine five movements that relate to one another
- Select a variety of locomotor and axial movements and combine to create a movement sequence with a beginning, middle and end.
- Improvise movement based on directions from a simple verbal instruction.

##### Work cooperatively in groups

- Create, share, and perform dance phrases with members of a group.
- Demonstrate the ability to lead and follow through mirroring partner exercises.
- Move with a partner in a variety of ways: lead/follow, mirror, shadow, in personal and general space.

##### Recognize/perform a variety of dances representing various cultures in your classroom

- Recognize and discuss how circle, line, and partner dances often share similar foot/leg work and pattern

- Recognize and discuss the use of gesture

**Connections to Other Subject Areas**

- Interpret parts of a simple story or text using body movement
- Create body movement that reinforces the idea of sequencing and following direction.
- Create simple rhythms using the whole body to demonstrate word analysis

**MUSIC**

**Understanding Music Elements**

- Read, write, perform simple rhythmic patterns using eighth notes, quarter notes, half notes, rests
- Read, write, perform simple patterns of pitch
- Identify ascending/descending melody, even/uneven rhythm patterns and simple musical form (e.g., verse and refrain)
- Identify visually and aurally individual wind, string, brass and percussion instruments

**Singing and Playing Music**

- Play rhythmic ostinati on classroom instruments using eighth, quarter, half notes, rests

**Understanding Music in Daily Life**

- Identify the uses of music in daily life and special events
- Sing songs and play singing games from various cultures
- Describe music from various cultures

**Understanding and Describing Music**

- Use music vocabulary to describe individual musical preferences
- Create movements to express pitch, tempo, form and dynamics
- Identify how musical elements communicate ideas and moods
- Respond to a live performance with appropriate audience behavior

**Making Connections**

- Identify similar themes in stories, songs and art forms (e.g., texture, pattern, form, etc.)

**THEATRE**

**Use the vocabulary of theatre to describe theatrical experiences**

- Identify and describe the elements of a story and a script.
- Identify conflict in a variety of stories and scripts and describe the elements of the conflict (obstacle and resolution).
- Differentiate between the two definitions of a scene in a play
- Identify traits of universal characters (hero, villain, trickster, animal and magical characters) in a variety of stories throughout time and in cultures
- Identify and describe theatrical forms: puppetry, formal and informal theatre, television and film, storytelling, fables, fairy tales, tall tales, oral and written tradition.

**Improvisation - using body and voice**

- Manipulate words, body expression, and emotion to evoke a new ending to a story.
- Demonstrate three different improvised endings to a story, fable, or fairy tale.
- Use appropriate actions of lead/follow, watch/respond, ask/answer and give/take in theatre games
- Maintain focus and attention while performing theatre games.
- Demonstrate three different improvised endings to a story, fable, or fairy tale.

**Critique an actor's performance**

- Identify what kind of character the actor was portraying.
- Analyze and discuss how an actor uses voice and body to make a character believable.
- Determine the success of an actor's voice, gesture, words, body movement to create a character.

**Respond to a live performance with appropriate audience behavior**

- Watch, listen and respond while attending a live performance.
  - Identify how the emotional response of an audience can intensify an emotional response.
- Identify common morals/messages from a variety of stories; discuss relevancy to today**
- Create dramatizations to solve problems in other subject areas using multiple methods

## VISUAL ART

### **Name and Identify**

- Bi-lateral and radial symmetry
- Colors: Warm, Cool and Neutral
- Patterns: in nature, the environment and works of art
- Contrast: the difference between one or more elements in compositions

### **Distinguish**

- Symmetry and asymmetry
- Positive and negative space
- Light and dark, solid and transparent, large and small in works of art

### **Demonstrate Skill**

- Design a print plate and print multiple copies of a design.
- Join pieces of art material together by weaving, dovetailing, folding, splicing and stapling.
- Manipulate shapes using placement, overlapping, size differences demonstrating distance and contrast.
- Draw and paint expressive portraits using warm and cool colors to create a mood, or to show emotion.
- Draw and paint portraits to demonstrate understanding of bi-lateral symmetry.
- Arrange shapes in collages demonstrating radial symmetry.
- Use watercolor paints by adding varying amounts of water to create levels of transparency.
- Use tempera to create opaque shapes with distinct edges.

### **Use Visual Art Vocabulary**

- Discuss ways artists use lines, shapes, colors and textures to communicate ideas and feelings.
- Describe how art objects are used in events or celebrations in a variety of cultures and in different time-periods.
- Discuss artists from the student's community and the type of art they create.