

San Diego Unified School District – Visual and Performing Arts Department
California State Content Standards
Core Learnings

GRADE TWO

1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills unique to VAPA				
	Dance	Music	Theater	Visual Arts
1.1	<p>Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).</p> <ul style="list-style-type: none"> ▪ Perform a combination of even (walk, hop) and syncopated (skip) rhythmic movement. ▪ Perform combinations of movement that employs level change (jump, run, roll). ▪ Vary speed in movement combinations (run fast, slide slowly, gallop briskly). 	<p>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <ul style="list-style-type: none"> ▪ Listen to, read, and notate (using simple stick notation or manipulatives) simple rhythm patterns of quarter and eighth notes and quarter rests. ▪ Notate and represent through manipulatives combinations of long and short beats (half, quarter and eighth notes) and silent beats (rests). ▪ Read combinations of rhythm patterns from notation and perform using echo clapping, body percussion, and classroom instruments. 	<p>Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p> <ul style="list-style-type: none"> ▪ 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, (what is wanted, what are the obstacles, how is it resolved or not resolved). ▪ Differentiate between the two definitions of scene in a play (scene as setting, scene as part of a play). 	<p>Perceive and describe repetition and balance in nature, in the environment, and in works of art.</p> <ul style="list-style-type: none"> ▪ Recognize balance as the way in which line, shape/form, color, and texture are arranged to create a feeling of equilibrium in a work of art. ▪ Discuss how the correspondence of size, shape and position on each side of the midline (symmetry), appears in nature (human and animal bodies, faces, etc.), in the environment (furniture, architecture, vehicles, etc.) and in works of art.
1.2	<p>Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).</p> <ul style="list-style-type: none"> ▪ Demonstrate beginning skills in balance by transferring weight from one foot to the other, moving the body in a pendulum motion, and taking center of gravity off balance while sustaining balance on one foot. ▪ Combine three axial movements that emphasize how you move (movement qualities e.g., twist, turn, stretch, bend, vibrate, sustain, burst, etc) 	<p>Read, write, and perform simple patterns of pitch, using solfege.</p> <ul style="list-style-type: none"> ▪ Develop a tone ladder to show placement of solfege pitches (do, re, mi, fa, sol, la). ▪ Recognize melody patterns constructed from sol, mi, la, re, do from staff notation and imitate through voice and movement. ▪ Identify familiar songs from staff notation. ▪ Notate simple patterns using manipulatives. 	<p>Use body and voice to improvise alternative endings to a story.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Perceive and discuss differences in mood created by warm and cool colors.</p> <ul style="list-style-type: none"> ▪ Identify warm colors (red, orange, and yellow) and cool colors (blue, green and violet). ▪ Identify neutral colors (brown, black and white). ▪ Explore the relationships between emotion and mood, the use of color in works of art and the environment, and how changing color may affect emotion or mood.

1.3	<p>Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).</p> <ul style="list-style-type: none"> ▪ Demonstrate ability to count a series of eight movements (locomotor or axial) and then freeze. ▪ Perform two locomotor and two axial movements in combination, varying in speed (run fast, stop and stretch slowly, wiggle lively and float like a balloon in a strong wind). ▪ Transform rhythmic patterns of sound into body movements. 	<p>Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p> <ul style="list-style-type: none"> ▪ Create a melody map that outlines melodic direction (e.g., drawing lines that go up and down according to the melody). ▪ Respond to even and uneven rhythm patterns through appropriate movement. 		<p>Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.</p> <ul style="list-style-type: none"> ▪ Name and locate types of line, shapes and forms, colors, and textures and discuss their qualities (light, dark, solid, transparent, large, small etc.) ▪ Explore the concept of space inside a shape, outside a shape, the use of space within the confines of paper and the illusion of depth.
1.4	<p>Expand the ability to incorporate spatial concepts with movement problems.</p> <ul style="list-style-type: none"> ▪ Combine a minimum of four movements incorporating shapes, levels, and directions (space) while performing locomotor or axial movements, (e.g., move at a low level in a curved shape, make an angular shape on a high level). 	<p>Identify simple musical forms, emphasizing verse/refrain, AB, ABA.</p> <ul style="list-style-type: none"> ▪ Identify verse and refrain in simple song forms. ▪ Identify AB and ABA form while listening to music or from graphic and musical notation. 		
1.5	<p>Name a large number of locomotor and axial movements in dance.</p> <ul style="list-style-type: none"> ▪ Identify and name ten locomotor and ten axial movements using correct terminology. 	<p>Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.</p> <ul style="list-style-type: none"> ▪ Identify families of Western orchestral instruments (woodwind, brass, strings, and percussion) from visuals and listening examples and identify their tone colors (characteristic sound) and match them with the appropriate instrument. ▪ Identify common instruments used in different music ensembles (e.g., orchestra, band, pop music, folk groups, etc.). 		

2.0	Creative Expression Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.			
2.1	Create and improvise movement patterns and sequences. <ul style="list-style-type: none"> ▪ Select a variety of locomotor movements and combine to create a movement sequence. ▪ Select a variety of axial movements and combine to create a movement sequence. ▪ Combine a minimum of two locomotor and two axial movements into a movement sequence. ▪ Improvise movement based on directions (e.g., a seed is planted, it grows, it withers, and dies), from a simple verbal instruction. 	Sing with accuracy in a developmentally appropriate range. <ul style="list-style-type: none"> ▪ Demonstrate the difference between head voice and chest voice. ▪ Sing with correct pitch within the full octave range of D to D. ▪ Demonstrate a clear, natural and relaxed singing tone. ▪ Demonstrate independence by singing solo. ▪ Demonstrate different vocal qualities that match the mood and meaning of song lyrics. 	Perform in group improvisational theatrical games that develop cooperative skills and concentration. <ul style="list-style-type: none"> ▪ Use appropriate actions in theatre games (watch/respond, lead/follow, ask/answer, give/take). ▪ Maintain focus and attention while performing theatre games. 	Demonstrate beginning skill in the use of basic tools and art making processes, such as printing, crayon rubbings, collage, and stencils. <ul style="list-style-type: none"> ▪ Use crayon in at least two different ways in a work of art (shavings, melted, heavy, light, etc.) and as a tool to explore texture (crayon rubbings of textured surfaces). ▪ Cut, tear, and punch shapes from a variety of papers to create an original stencil. ▪ Explore ways artists attach different types of materials together (weaving, stapling, taping, dovetailing, slicing, folding, etc.). ▪ Create a print template by pressing into Styrofoam or like material, and use ink or tempera paint to make multiple prints.
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?). <ul style="list-style-type: none"> ▪ Use a variety of ways to change a movement idea from one shape to another (e.g., straight line to a circle). ▪ Create a variety ways to change the tempo of a movement sequence. ▪ Create a variety of ways to change the force/energy of a movement sequence. ▪ Create a variety of ways to change the emotion (sad, happy, etc) of a movement sequence. ▪ Create original movement in response to a single visual or auditory prompt. 	Sing age-appropriate songs from memory. <ul style="list-style-type: none"> ▪ Memorize and perform patriotic, action, child-created, ethnic, spiritual, nature, travel, ecology, and career songs. 	Retell familiar stories, sequencing story points and identifying character, setting, and conflict. <ul style="list-style-type: none"> ▪ Create a storyboard that identifies setting and characters, and includes the beginning (exposition), inciting incident and conflict (middle), and resolution (ending). ▪ Act out a story that demonstrates components identified in a storyboard, using appropriate voice and body movements. 	Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera. <ul style="list-style-type: none"> ▪ Use oil pastels to create both crisp and blurred lines, and solid and transparent shapes in works of art. ▪ Explore the transparency of a single color by adding varying amounts of water to watercolor paint in works of art. ▪ Use tempera paint to create distinct shapes on a surface (edges) and demonstrate understanding of drying time (blending and overlapping).
2.3	Create a simple sequence of movement with a beginning, middle and an end, incorporating level and directional changes. <ul style="list-style-type: none"> ▪ Create ways to use levels, direction, 	Play rhythmic ostinatos on classroom instruments. <ul style="list-style-type: none"> ▪ Create persistent, repeated rhythmic patterns (ostinato) using eighth notes, quarter 	Use Improvisation to portray such concepts as friendship, hunger, or seasons. <ul style="list-style-type: none"> ▪ Create improvised voice and body movement to express emotion, 	Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture. <ul style="list-style-type: none"> ▪ Draw, paint and cut paper to create a

	and shape (elements of space) to combine five movements that relate to one another and has a definite start, longer middle section, and finish (phrase).	notes, half notes and rests on classroom instruments to accompany familiar folk songs. <ul style="list-style-type: none"> Use classroom instruments and play the root and fifth tones of the scale (bordun) and octave tones to accompany class songs. 	feeling, elements of nature, wants and needs, social skills, and other character traits.	still life, landscape or portrait using overlapping shapes of varying sizes to indicate depth (larger shapes closer, smaller shapes farther away).
2.4	Create shapes and movements, using fast and slow tempos. <ul style="list-style-type: none"> Demonstrate the ability to move from slow to fast, and fast to slow using a variety of axial and locomotor movement ideas. 	Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments. <ul style="list-style-type: none"> Explore rhythms on non-pitched percussion instruments to accompany a variety of songs. Create melodic patterns on pitched instruments using a scale having five tones to the octave and containing no half steps (pentatonic scale) to accompany a variety of songs. Explore different vocal qualities in singing and speaking voices to complement songs and sound stories. 	Create costume pieces, props, or sets for a theatrical experience. <ul style="list-style-type: none"> Use setting and character information from stories, to design, sketch, and make appropriate props, sets, and costumes. 	Create a painting or drawing, using warm or cool colors expressively. <ul style="list-style-type: none"> Choose a mood or feeling to be expressed and use warm (red, yellow and orange) or cool (blue, green and violet) colors to create a tempera or watercolor painting. Create two paintings with the exact same lines and shapes, one using cool colors and one using warm colors and explain the different effects they create.
2.5	Develop a dance phrase that has a sense of unity. <ul style="list-style-type: none"> Using a combination of axial and locomotor movements, develop a repeating movement phrase (round). Using a combination of axial and locomotor movements, create a complete movement idea with a start and a finish and explain how the parts relate to each other. 			Use symmetry (bilateral or radial) to create visual balance. <ul style="list-style-type: none"> Create mirror images of simple shapes and objects. Create a self-portrait using same size shapes placed in corresponding locations on either side of the midline (bi-lateral symmetry). Create a drawing, painting or an arrangement of objects (collage), branching out or radiating from a place in the work on which attention is centered (focal point).
2.6	Create, memorize, and perform original expressive movements for peers. <ul style="list-style-type: none"> Create movement phrases, with a definite start and finish, rehearse in a group, and perform for classmates. 			

2.7	Work cooperatively in small and large groups. <ul style="list-style-type: none"> ▪ Create, share, and perform dance phrases with members of a group. ▪ Demonstrate the ability to transform a movement sequence through full and small group guided practice by manipulating dance elements (e.g., change direction, pattern, tempo, shape) to show choices. 			
2.8	Demonstrate partner skills (e.g., imitating and leading/following). <ul style="list-style-type: none"> ▪ Demonstrate the ability to lead and follow through mirroring partner exercises. ▪ Move with a partner in a variety of ways (e.g., front to front, back to back, front to back, side to side; traveling, and standing still). 			
3.0	Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Arts			
3.1	Name and perform social and traditional dances from various cultures. <ul style="list-style-type: none"> ▪ Perform a variety of circle, line, and partner dances representing various cultures in your classroom. 	Identify the uses of specific music in daily or special events. <ul style="list-style-type: none"> ▪ Discuss the use of patriotic music at school and in society and the appropriate behaviors expected when singing or listening to this music (e.g., standing for national anthems). ▪ Listen to a variety of music and match the culture or event that it represents. 	Identify theatre and story-telling forms from different cultures. <ul style="list-style-type: none"> ▪ Identify and describe the following theatrical forms: ▪ puppetry, formal and informal theatre, television and film and storytelling forms, fables, fairy tales, tall tales, oral and written tradition. 	Explain how artists use their work to share experiences or communicate ideas. <ul style="list-style-type: none"> ▪ Discuss ways in which artists use lines, shapes, colors and textures to tell others what they are thinking or feeling.
3.2	Explain commonalities among basic locomotor and axial movements in dances from various countries. <ul style="list-style-type: none"> ▪ Recognize and discuss how circle, line, and partner dances often share similar foot/leg work (walking, kicking, step touch, skipping, etc.). ▪ Recognize and discuss how circle, line, and partner dances use similar movement patterns 	Sing simple songs and play singing games from various cultures. <ul style="list-style-type: none"> ▪ Sing songs and perform group singing games identifying the culture or country they represent. ▪ Sing songs with succeeding and expanding verses (cumulative songs like <i>Old MacDonald Had</i> 	Identify universal characters in stories and plays from different periods and places. <ul style="list-style-type: none"> ▪ Discuss the character traits of the hero, villain, trickster, animal and magical characters in stories, from a variety of times and places. 	Recognize and use the vocabulary of art to describe art objects from various cultures and time periods. <ul style="list-style-type: none"> ▪ Describe at least three different art objects, one from western civilization, one from an ancient or tribal culture, one from the modern or contemporary period using elements of art (line, shape/form, color, texture, space, and value) and the vocabulary of visual art.

	(forward/backward, in/out, left/right). <ul style="list-style-type: none"> Recognize and discuss the use of gesture (arm/hand placement, bowing and body position, etc.). 	<i>a Farm</i>).		
3.3	Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movements). <ul style="list-style-type: none"> Explore even and uneven (syncopated) rhythms through body movement. Discuss the similarities found in rhythms from different cultures. 	Describe music from various cultures. <ul style="list-style-type: none"> Listen to music of different genres and from a variety of cultures, identifying instrumental and vocal characteristics using the vocabulary of music. Recognize simple rhythmic and melodic phrases that repeat in traditional folk, celebratory and current music. 		Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives. <ul style="list-style-type: none"> Identify at least five types of celebrations common to many cultures (weddings, birthdays, funerals, etc.) and compare how visual art (decoration, costume, etc.) is a part of those celebrations. Discuss how art objects are used in your own family celebrations and in your neighborhood.
3.4	Describe dances seen in celebrations and community events. <ul style="list-style-type: none"> Using dance vocabulary of time, space, and energy/force, describe dance sequences seen in traditional, celebratory or current dances. Recognize simple dance phrases and patterns that repeat in traditional, celebratory or current dances. 			
4.0	Aesthetic Value Responding to, Analyzing and Making Judgments About Works of Art			
4.1	Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy). <ul style="list-style-type: none"> List a variety of dance steps, movement patterns and formations (solo, pairs, groups, lines, circles, repeating phrases, etc.) you see in a dance. Describe the type of energy quality seen (twist, turn, stretch, bend, vibrate, sustain, burst, wiggle) in a dance and 	Use the terminology of music in discussing individual preferences for specific music. <ul style="list-style-type: none"> Describe music using basic music vocabulary including fast/slow (tempo), loud/soft (dynamics), high/low (pitch), and structure (form). Identify different musical styles and genres, describe what makes them recognizable (e.g., popular, folk, and classical), and 	Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character. <ul style="list-style-type: none"> Identify what kind of character the actor was portraying. Analyze and discuss how an actor uses voice and body to make a character believable. Make a judgment about how successful an actor's voice, gesture, words, and body movement worked 	Compare ideas expressed through their own works of art with ideas expressed in the work of others. <ul style="list-style-type: none"> Tell the story and/or explain the feelings expressed in an original work of art. Find similar and contrasting ideas and feelings in the work of others.

	<p>the emotion it represents.</p> <ul style="list-style-type: none"> Identify strong and weak beats within a rhythm pattern (e.g., waltz compared to polka). 	<p>explain which ones you prefer and why, using the vocabulary of music.</p>	<p>together to create a character.</p>	
4.2	<p>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> <ul style="list-style-type: none"> Create movements to communicate an idea, perform for the class, and discuss how the energy, upper body movement (gesture), tempo, and facial expression contributed to the meaning of the dance. 	<p>Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p> <ul style="list-style-type: none"> Create locomotor and axial movements to communicate musical elements, perform for the class, and discuss how body shape and gestures help clarify the music. 	<p>Respond to a live performance with appropriate audience behavior.</p> <ul style="list-style-type: none"> Use appropriate audience behavior (watching, listening and responding) while attending a live performance. Identify how the emotional response of an entire audience can intensify an individual's emotional response. 	<p>Compare different responses to the same work of art.</p> <ul style="list-style-type: none"> Discuss opinions about a work of art on which people agree and disagree using the vocabulary of visual art.
4.3	<p>Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).</p> <ul style="list-style-type: none"> Perform two or three different dances and compare and contrast the similarities and differences in body movement and pattern (e.g., energy/force, speed, leg/footwork, hand holding, arm and body work, head/shoulders, changes in direction, use groups, partners, formations, etc.). View a variety of dances and using dance vocabulary, tell which one you would prefer to perform and why. 	<p>Identify how musical elements communicate ideas or moods.</p> <ul style="list-style-type: none"> Demonstrate knowledge of musical affect by describing how the musical elements of tempo, dynamics, pitch, melodic direction, rhythm (even and uneven), and beat can communicate ideas and feelings. Identify and respond through body movement to differences in various styles or moods of music. 	<p>Identify the message or moral of a work of theatre.</p> <ul style="list-style-type: none"> Identify the important ideas in either a live or videotaped theatrical performance and discuss relevancy to everyday life. 	<p>Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.</p> <ul style="list-style-type: none"> Discuss lines, shapes/forms, colors, textures, space and values used in at least one original work of art. Identify personal reasons for creating a work, analyze the result and suggest improvement.
4.4		<p>Respond to a live performance with appropriate audience behavior.</p> <ul style="list-style-type: none"> Design a rubric for appropriate audience etiquette and practice respectful behaviors (e.g., listening without talking, showing appreciation with proper applause, keeping hands to self, etc.). 		<p>Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.</p> <ul style="list-style-type: none"> Locate and describe a single element exclusively in a work of art and explain how the element is used and what it makes the viewer think or feel.
5.0	<p>Connections, Relationships, Applications Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers</p>			

5.1	<p>Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).</p> <ul style="list-style-type: none"> ▪ Create an improvisation or movement phrase from a simple piece of text, image, or song lyrics. 	<p>Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</p> <ul style="list-style-type: none"> ▪ Identify the use of repeated patterns in stories, music, dance, and visual art. ▪ Compare how form is used to organize text, music and dance. ▪ Compare how line is used in music (e.g., melodic line) and visual art (e.g., contour line). 	<p>Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</p> <ul style="list-style-type: none"> ▪ Create dramatizations that include multiple ways to solve problems in other subject areas in small groups (e.g., different possible endings to a community dispute). 	<p>Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).</p> <ul style="list-style-type: none"> ▪ Manipulate placement, overlapping, and size difference to demonstrate understanding of distance and contrast in students' own art.
5.2	<p>Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).</p> <ul style="list-style-type: none"> ▪ Interpret parts of a simple story or text using body movement (e.g., beginning, middle, end, character and setting and how a altering the punctuation: period/freeze, comma/pause or hold, exclamation point/explosive, etc.). ▪ Create body movement that reinforces the idea of sequencing and following direction. ▪ Create simple rhythms using the whole body to demonstrate word analysis (syllable and rhythm pattern). 	<p>Identify and discuss who composes and performs music.</p> <ul style="list-style-type: none"> ▪ Discuss the differences between a composer and a performer. ▪ Distinguish between professional and nonprofessional composers and performers. 	<p>Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</p> <ul style="list-style-type: none"> ▪ Follow and execute directions given by others. ▪ Share and/or take turns with creating a story, acting, or designing the scene. ▪ Identify roles in theatre: the actor, writer, and designer. 	<p>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> <ul style="list-style-type: none"> ▪ Use the knowledge of cool and warm colors to create the portrait of a hero depicting clues that reveal information about the hero's personality, heroic deeds and feelings.
5.3	<p>Describe how choreographers create dances.</p> <ul style="list-style-type: none"> ▪ Talk about how choreographers create dances through movement phrases like writers write stories (beginning, middle, and end, character and setting). ▪ Discuss where choreographers get their inspiration (music, literature, emotions, current events, and everyday movement). 			<p>Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).</p> <ul style="list-style-type: none"> ▪ Sort works of art into groups based on interpretation and making meaning and defend personal choice using visual art vocabulary. ▪ Demonstrate understanding of classification by sorting works of art based on theme, style, and/or elements.
5.4	<p>Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest, proper preparation for physical activity).</p> <ul style="list-style-type: none"> ▪ Understand how warm-up helps prevent injury and gets the body ready to move. 			<p>Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).</p> <ul style="list-style-type: none"> ▪ Identify artists in the community and the type of art they create. (Mural, graphic, landscape artists, home decorators, photographers, etc.)

	<ul style="list-style-type: none">▪ Discuss reasons why eating good food and drinking water gives you energy to move.▪ Discuss why rest is important for healing and growing when not dancing.			
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