

VAPA Curriculum Map - Grade 2

THREADS THROUGHOUT THE YEAR

The threads represent ongoing learning opportunities across the four VAPA disciplines in which students should be actively engaged throughout all units of inquiry during the entire school year. These items should not be isolated to any one particular unit of inquiry.

Students will be provided opportunities to:

- Expand and refine basic skills and concepts while creating, practicing, analyzing and responding to the arts.
- Reflect on processes involved in creating art.
- Observe, discuss, compare and contrast works of art.
- Identify, perceive, imitate and create pattern, rhythm, and form through multi-sensory experiences.
- Identify artistic tools (e.g., instruments, media, props, costumes) visually, aurally and tactilely.
- Build appreciation and understanding of the artistic elements found in the arts of cultures represented in the classroom and community.
- Communicate ideas and moods through the arts.
- Build arts vocabulary to communicate and make meaning.
- Explore how the arts are used in daily life.
- Demonstrate artistic knowledge through improvisation.
- Explore relationships within and among the arts: balance, symmetry, mood, focus, contrast and direction.
- Explore how the arts can be changed through combining, expanding, sequencing and creating.
- Works cooperatively and collaboratively with others.

These are essential learnings that represent bigger ideas/concepts in creating the arts.

- Develop independence while continuing to strengthen and build student understanding and expression through **creating art** (illustrate, construct, perform, improvise, compose, and choreograph).

These are essential learnings that represent bigger ideas/concepts in responding to the arts.

- Develop independence while continuing to strengthen and build student understanding and expression through **responding to art** (listen, talk, move, and write).

These are essential questions that learners ask themselves in order to achieve the essential learnings in creating the arts.

- How do I use the arts in daily life?
- How do I use symmetry, pattern, rhythm, and form when creating art?
- How do I communicate ideas and moods when creating art?
- How do I act, move, and perform differently when I create alone or in a group?
- How can I compose, choreograph, direct and create art through

These are essential questions that learners ask themselves in order to achieve the essential learnings in responding to the arts.

- What skills and vocabulary do I need to create and appreciate art?
- What do I know about arts from different cultures?
- How do I use cooperative skills and concentration to create, appreciate and interpret art?
- What do I need to know to analyze, compare and contrast works of art?
- How do I reflect upon, describe and make meaning of art?

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combining, expanding and sequencing? <ul style="list-style-type: none"> • How do I improvise to create art? • How do I use art to explore and solve problems in other subject areas (and vice versa)? • What problem solving skills do I need to create art? • How do I use my knowledge of arts vocabulary, concepts and skills to create art? 		<ul style="list-style-type: none"> • How do I show my growing knowledge of the arts? • How can I communicate my feelings through the arts? • What is improvisation and why is it an important process? 	
<p><i>These are units of study that lead to the essential learnings (36 weeks)</i></p>			
Dance	Music	Theatre	Visual Art
1/2. Pathways: Finding My Path in Life 3. Body Control and Beat: Off My rocker 4. Spatial Relationships: Making a Connection 5. Beat and Rhythm: Is it 1,2,3,4 or 1,2,3,4? 6/7. Pattern and Folk Dance: Around and Around 8. Pattern and Folk Dance: Line 'em Up! Fold Dance A 9. Pattern and Folk Dance: Line 'em Up! Fold Dance B	1. Rhythm: Quarter and Eighth notes 2. Rhythm: Half Notes 3. Pitch and Melodic Patterns 4. Ascending/Descending Melody 5. AB Form 6. ABA Form 7. Creating and Improvising Music 8. Music in Our World: Music of Various Cultures 9. Music in Our World: Connecting Music to Daily Life	1. Story Mapping and Character Study: Finding Your Way 2. Character Study: Who Are You? 3. Scene as Setting: Where Are You? 4. Performing a story: Curtain Up! 5/6. Tableau: A Picture's Worth a Thousand Words 7. Voice: Can You Hear Me Now? 8. Pantomime: My Lips Are Sealed 9. Story Telling Forms: Is it Live or Memorex?	1/2. Printmaking 3. Weaving With Paper 4/5. Painting With Warm and Cool Colors 6. Drawing and Painting: Creating a Story Quilt 7. Collage: Overlapping, Placement and Relationships 8. Construction: Paper Mask 9. Drawing and Painting: Portrait of a Hero