

**Combined Curriculum Document  
Arts and Humanities – Primary: Second Grade**

Music Curriculum Map

<p>First 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Music</li> <li>*Purposes of Music</li> <li>*Processes of Music</li> <li>*Emphasis on Culture</li> </ul>	<p>Third 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Music</li> <li>*Purposes of Music</li> <li>*Processes of Music</li> <li>*Emphasis on Culture</li> </ul>
<p>Second 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Music</li> <li>*Purposes of Music</li> <li>*Processes of Music</li> <li>*Emphasis on Culture</li> </ul>	<p>Fourth 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Music</li> <li>*Purposes of Music</li> <li>*Processes of Music</li> <li>*Emphasis on Culture</li> </ul>

Drama Curriculum Map

<p>First 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Drama</li> <li>*Purposes of Drama</li> <li>*Processes of Drama</li> <li>*Emphasis on Culture</li> </ul>	<p>Third 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Drama</li> <li>*Purposes of Drama</li> <li>*Processes of Drama</li> <li>*Emphasis on Culture</li> </ul>
<p>Second 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Drama</li> <li>*Purposes of Drama</li> <li>*Processes of Drama</li> <li>*Emphasis on Culture</li> </ul>	<p>Fourth 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Drama</li> <li>*Purposes of Drama</li> <li>*Processes of Drama</li> <li>*Emphasis on Culture</li> </ul>

Dance Curriculum Map

<p>First 9 weeks</p> <ul style="list-style-type: none"> <li>*Purposes of Dance</li> <li>*Processes of Dance</li> <li>*Emphasis on Culture</li> </ul>	<p>Third 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Dance</li> <li>*Purposes of Dance</li> <li>*Processes of Dance</li> <li>*Emphasis on Culture</li> </ul>
<p>Second 9 weeks</p> <ul style="list-style-type: none"> <li>*Purposes of Dance</li> <li>*Processes of Dance</li> <li>*Emphasis on Culture</li> </ul>	<p>Fourth 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Dance</li> <li>*Purposes of Dance</li> <li>*Processes of Dance</li> <li>*Emphasis on Culture</li> </ul>

Visual Art Curriculum Map

<p>First 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Art</li> <li>*Purposes of Art</li> <li>*Processes of Art</li> <li>*Emphasis on Culture</li> </ul>	<p>Third 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Art</li> <li>*Purposes of Art</li> <li>*Processes of Art</li> <li>*Emphasis on Culture</li> </ul>
<p>Second 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Art</li> <li>*Purposes of Art</li> <li>*Processes of Art</li> <li>*Emphasis on Culture</li> </ul>	<p>Fourth 9 weeks</p> <ul style="list-style-type: none"> <li>*Elements of Art</li> <li>*Purposes of Art</li> <li>*Processes of Art</li> <li>*Emphasis on Culture</li> </ul>

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Arts and Humanities – Primary: Second Grade**

**Big Idea: Structure in the Arts**

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

**Academic Expectations**

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.

**Big Idea: Structure in the Arts – Music**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content	Student Target	Vocabulary										
<p>Primary Enduring Knowledge - Understandings AH-P-SA-U-1 Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p>AH-P-SA-U-3 Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table>	2	D	2	D	<p>Primary Skills and Concepts - Music AH-P-SA-S-Mu1 Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p>AH-P-SA-S-Mu2 Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table>	2	D	2	D	<p><i>AH-EP-1.1.1</i> Students will begin to recognize and identify elements of music using musical terminology.</p> <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><i>Elements of music:</i> <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually)</p> <p><u>Tempo</u> - steady beat, slower, faster (aurally)</p> <p><u>Melody</u> – notes, lines and spaces on treble clef staff (visually)</p> <p><u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)</p> <p><u>Form</u> - call and response form, AB form and ABA form (aurally)</p>	2	D	<p>I can identify musical elements using musical vocabulary.</p> <p>I can use notes and rests correctly in a rhythm.</p> <p>I can identify and use bar lines, measures and time signature in music.</p> <p>I can differentiate between two tempos.</p> <p>I can identify the notes on the lines and spaces of the treble clef.</p> <p>I can identify different musical forms.</p> <p>I can define and perform a round and 2 part songs.</p>	<p>Beat</p> <p>Rhythm – notes, rests, Time signature, bar lines, measure</p> <p>Tempo- andante, allegro</p> <p>Treble clef Staff- lines and spaces Pitch- high, low Melody</p> <p>Form- AB, ABA, call and response</p>
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<p>AH-P-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> <table border="1" data-bbox="191 509 279 573"> <tr><td>2</td></tr> <tr><td>D</td></tr> </table>	2	D	<p>AH-P-SA-S-Mu3 Students will listen to and explore how changing different elements results in different musical effects</p> <table border="1" data-bbox="501 326 600 389"> <tr><td>2</td></tr> <tr><td>D</td></tr> </table> <p>AH-P-SA-S-Mu4 Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p> <table border="1" data-bbox="501 634 600 698"> <tr><td>2</td></tr> <tr><td>D</td></tr> </table>	2	D	2	D	<p><i>Timbre (tone color) - recognize different qualities of musical sounds, instruments by family- brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)</i></p> <p><i>Dynamics - soft, loud (aurally)</i></p> <p>AH-EP-1.1.2 <i>Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p> <table border="1" data-bbox="921 659 1020 722"> <tr><td>2</td></tr> <tr><td>D</td></tr> </table>	2	D	<p>I can name the characteristics of each instrument family.</p> <p>I can compare and contrast dynamics.</p> <p>I can identify various styles of music.</p>	<p>Timbre: Instrument families- woodwind, brass, string, percussion</p> <p>Dynamics- piano, forte</p> <p>Styles- lullaby, march, game song, patriotic, folk</p>
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<b>Big Idea: Structure in the Arts – Dance</b>																				
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content</b>	<b>Student Target</b>	<b>Vocabulary</b>																
<p><b>Primary Enduring Knowledge - Understandings</b> <b>AH-P-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table>	2	D	2	D	2	D	<p><b>Primary Skills and Concepts - Dance</b> <b>AH-P-SA-S-Da1</b> Students will begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-SA-S-Da2</b> Students will use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-SA-S-Da3</b> Students will observe, describe, and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">M</td></tr> </table>	2	D	2	D	2	M	<p><i>AH-EP-1.2.1</i> <i>Students will observe dance/movement and describe elements and movements using dance terminology.</i></p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><i>Elements of dance:</i> <i>Space – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)</i> <i>Time (tempo) – dance movements that follow a steady beat or move faster or slower</i> <i>Force – dance movements that use more or less energy (e.g., gentle movements versus strong movements)</i></p> <p><i>Dance Form – beginning, middle, end</i></p> <p><i>AH-EP-1.2.2</i> <i>Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</i></p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">M</td></tr> </table>	2	D	2	M	<p>I can perform/label the beginning, middle and end of a dance.</p> <p>I can identify/describe the elements of space and time of a dance.</p> <p>I can identify/perform a dance with locomotor and non-locomotor movement.</p>	<p>Space</p> <p>Locomotor</p> <p>Non-Locomotor</p> <p>Direction</p> <p>Pathway</p> <p>Level</p> <p>Time</p> <p>Tempo</p>
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Big Idea: Structure in the Arts – Drama/Theatre																																																																														
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<p><b>Primary Enduring Knowledge - Understandings AH-P-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table>	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	NA	I	D	<p><b>Primary Skills and Concepts - Drama/Theatre AH-P-SA-S-DT1</b> Students will begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-S-DT2</b> Students will use the elements of drama in creating and performing dramatic works independently and with others</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-S-DT3</b> Students will observe, describe, and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-S-DT4</b> Students will explore a variety of dramatic works (e.g., theater and dramatic media – film, television)</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table>	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	NA	I	D	<p><i>AH-EP-1.3.1</i> <i>Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</i></p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table> <p><i>Elements of drama:</i> <i>Literary elements – Script, Story line (plot), Character, Story organization (beginning, middle, end)</i> <i>Technical elements - Scenery, Costumes, Props, Make-up</i> <i>Performance elements - Acting (how speaking, moving help to create characters)</i></p> <p><i>AH-EP-1.3.3 Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table>	K	1	2	3	I	D	D	D	K	1	2	3	NA	NA	I	D	<p>I can listen to a story.</p> <p>I can watch a live performance.</p> <p>I can discuss a character.</p> <p>I can describe characteristics of a character.</p> <p>I can compare two characters.</p> <p>I can tell what happened at the beginning, middle, and end of a story.</p> <p>I can draw and describe scenery (setting) for a story.</p> <p>I can explain a costume for a character.</p> <p>I can list props used by a character.</p> <p>I can perform mimicry and pantomime.</p> <p>I can role-play a character from a story.</p> <p>I can use improvisation to show a situation.</p> <p>I can listen to a storyteller.</p> <p>I can distinguish between a play and a movie.</p>		<p>Story</p> <p>Plot/Storyline</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Character</p> <p>Scenery (setting)</p> <p>Costumes</p> <p>Make-up</p> <p>Prop</p> <p>Mimicry</p> <p>Pantomime</p> <p>Story Telling</p> <p>Role Playing</p> <p>Improvisation</p> <p>Internet Mailbox Primary</p> <p>Teacher Helper Magazine</p> <p>KET Drama Tool Kit</p> <p>Smart Exchange</p> <p>Classroom Teacher Resources</p>	
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Big Idea: Structure in the Arts – Visual Arts																																																												
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content	Student Target	Vocabulary/Resources																																																								
<p><b>Primary Enduring Knowledge - Understandings</b> <b>AH-P-SA-U-2</b> Students will understand that the principles of design and the elements of visual art are intentionally applied in creating works of art.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>I</td><td>D</td></tr> </table> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>I</td><td>D</td><td>D</td></tr> </table>	K	1	2	3	I	D	D	D	K	1	2	3	NA	NA	I	D	K	1	2	3	NA	I	D	D	<p><b>Primary Skills and Concepts - Visual Arts</b> <b>AH-P-SA-S-VA1</b> Students will begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table> <p><b>AH-P-SA-S-VA2</b> Students will use the elements of art and principles of design in creating artworks independently and with others</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table> <p><b>AH-P-SA-S-VA3</b> Students will explore, describe, and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table>	K	1	2	3	I	D	D	D	K	1	2	3	I	D	D	D	K	1	2	3	I	D	D	D	<p><i>AH-EP-1.4.1</i> <i>Students will identify or describe elements of art and principles of design in works of art.</i></p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>I</td><td>D</td><td>D</td><td>D</td></tr> </table> <p><u>Elements of art:</u> <i>Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)</i></p> <p><u>Principles of design:</u> <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p>	K	1	2	3	I	D	D	D	<p>I can create works of art using elements of art and principles of design in my artwork (performance)</p> <p>I can label the following: Line Shape Form Texture Color Emphasis Pattern Balance Contrast</p> <p>I can use the following lines to create an artwork: Curved Straight (knowledge/performance)</p> <p>I can identify the shapes within my two dimensional work of art and the artwork of others. (Knowledge)</p> <p>I can compare and contrast texture in my artwork and the artwork of others. (Knowledge)</p> <p>I can use color in my artwork and identify color families (groups) in the artwork of others.</p>	<p>Elements of Art Line Diagonal Horizontal Vertical Line Width Line Length Shape Color Primary Secondary Warm Cool Neutral Color Schemes Positive/ Negative Earth tones Hue Value Space Texture Form Principles of Design Emphasis Focal Point Pattern Balance Symmetry Contrast-Black/White, Rough/Smooth Resources: Media Textbook Document Camera Projector Smart Board Texture Plates</p>
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**Big Idea: Humanity in the Arts**

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

**Academic Expectations**

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

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Arts and Humanities – Primary: Second Grade**

<b>Big Idea: Humanity in the Arts - Music</b>																		
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content</b>	<b>Student Target</b>	<b>Vocabulary</b>														
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**Combined Curriculum Document  
Arts and Humanities – Primary: Second Grade**

<b>Big Idea: Humanity in the Arts - Dance</b>																		
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content</b>	<b>Student Target</b>	<b>Vocabulary</b>														
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**Combined Curriculum Document  
Arts and Humanities – Primary: Second Grade**

Big Idea: Humanity in the Arts – Drama/Theatre																																																													
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**Combined Curriculum Document  
Arts and Humanities – Primary: Second Grade**

Big Idea: Humanity in the Arts – Visual Arts																																																													
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Arts and Humanities – Primary: Second Grade**

**Big Idea: Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

**Academic Expectations**

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

**Big Idea: Purposes for Creating the Arts - Music**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content	Student Target	Vocabulary												
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p> <p><b>AH-P-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p> <p><b>AH-P-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p>	2	D	2	D	2	D	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-PCA-S-Mu1</b> Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p> <p><b>AH-P-PCA-S-Mu2</b> Students will listen to and perform music created to fulfill a variety of specific purposes  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p>	2	D	2	D	<p><i>AH-EP-3.1.1 Students will experience music created for a variety of purposes.</i>  <table border="1" style="margin-left: 20px;"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> </p> <p><i>Purposes of music (different roles of music)  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</i></p>	2	D	<p>I can identify:</p> <p>*ceremonial.</p> <p>*recreational</p> <p>*artistic.</p>	<p><i>Ceremonial</i></p> <p><i>Recreational</i></p> <p><i>Artistic</i></p>
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<b>Big Idea: Purposes for Creating the Arts - Dance</b>																
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<p>Primary Enduring Knowledge – Understandings</p> <p><b>AH-P-PCA-U-1</b></p> <p><i>Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</i></p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><b>AH-P-PCA-U-2</b></p> <p><i>Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</i></p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><b>AH-P-PCA-U-3</b></p> <p><i>Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</i></p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																									<p><b>Primary Skills and Concepts - Drama/Theatre</b></p> <p><b>AH-P-PCA-S-DT1</b></p> <p>Students will begin to develop and awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)</p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><b>AH-P-PCA-S-DT2</b></p> <p>Students will observe and perform dramatic works created to fulfill a variety of specific purposes</p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p>AH-EP-3.3.1</p> <p><i>Students will experience dramatic works created for a variety of purposes.</i></p> <table border="1" style="width: 100px; height: 20px; margin: 5px 0;"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><b>Purposes of drama/theatre (different roles of drama)</b></p> <p><b>Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</b></p> <p><b>Passing on tradition and culture - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</b></p> <p><b>Recreational drama for entertainment (e.g., drama/theatre as a hobby)</b></p> <p><b>Artistic expression - dramatic works created and performed by actors in a theatrical setting for an audience</b></p>									<p>I can explain the purpose of stories.</p> <p>I can explain what emotion a story creates.</p> <p>I can role-play a situation.</p> <p>I can explain why stories are written for entertainment.</p>	<p>Feelings</p> <p>Emotions</p> <p>Recreation</p> <p>Entertainment</p> <p>Role Play</p> <p>Story Telling</p> <p>Folktales</p> <p>Myths</p> <p>Legends</p>	<p>Story books</p> <p>Videos</p> <p>Ket tool kits</p>

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**Big Idea: Processes in the Arts**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

**Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

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<b>Big Idea: Processes in the Arts - Music</b>																								
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content</b>	<b>Student Target</b>	<b>Vocabulary</b>																				
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-PA-U-1</b> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-PA-U-2</b> Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-PA-U-3</b> Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-PA-U-4</b> Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">I</td></tr> </table>	2	D	2	D	2	D	2	I	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-PA-S-Mu1</b> Students will be actively involved in creating and performing music alone and with others</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><b>AH-P-PA-S-Mu2</b> Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">I</td></tr> </table> <p><b>AH-P-PA-S-Mu3</b> Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">I</td></tr> </table> <p><b>AH-P-PA-S-Mu4</b> Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">I</td></tr> </table>	2	D	2	I	2	I	2	I	<p><i>AH-EP-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table> <p><i>AH-EP-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p> <table border="1"> <tr><td align="center">2</td></tr> <tr><td align="center">D</td></tr> </table>	2	D	2	D	<p>I can play simple rhythm patterns by reading music.</p> <p>I can sing simple melodies by reading music.</p> <p>I can play simple melodies by reading music.</p> <p>I can sing different music alone/with others.</p>	<p>Rhythm</p> <p>Patterns</p> <p>Melody</p>
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**Big Idea: Interrelationships Among the Arts**

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

**Academic Expectations**

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

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Arts and Humanities – Primary: Second Grade**

<b>Big Idea: Interrelationships Among the Arts</b>																																																																												
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content</b>	<b>Date Covered</b>	<b>Date Assessed</b>																																																																								
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-IAA-U-1</b> Students will understand that the arts are basic forms of human communication.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-U-2</b> Students will understand that music, dance, drama, and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-U-3</b> Students will understand that the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-U-4</b> Students will understand that the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table>	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	<p><b>Primary Skills and Concepts - Arts</b> <b>AH-P-IAA-S-1</b> Students will begin to recognize that common terms are used in various arts (e.g., tempo in dance and music)</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-S-2</b> Students will begin to notice communication of common themes or ideas across different art forms</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-S-3</b> Students will identify and explain connections between and among different art forms from the same culture or from the same time period</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-S-4</b> Students will begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and math, dance and a healthy lifestyle, fractions in music notation and math, reading music and reading words)</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table> <p><b>AH-P-IAA-S-5</b> Students will communicate common meaning through creating and performing in the four art forms</p> <table border="1"> <tr><td>K</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>NA</td><td>NA</td><td>NA</td><td>I</td></tr> </table>	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	K	1	2	3	NA	NA	NA	I	<p>This content is not assessed at the state level, however, according to the <i>National Standards for Arts Education</i>, students "should be able to relate various types of arts knowledge and skills within and across the arts disciplines."</p> <p>In Kentucky's Learning Goals, goal number 6 states: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources. 6.1 Students connect knowledge and experiences from different subject areas.</p> <p>According to 404 KAR 3:303 the Program of Studies outlines the minimum content standards for all students across grade levels and content areas. Although this content is not tested in the Commonwealth Accountability Testing System, it is required instruction in order for the course to meet the guidelines of 404 KAR 3:303.</p>		
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**Combined Curriculum Document  
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