## Harlan County Schools Curriculum Guide

**Content:** Arts and Humanities

**Grade:** 2

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Core Content and Implied Skills (Unpack the standards)</th>
<th>Assessments</th>
<th>Curriculum Map Notes</th>
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</thead>
</table>
| **Unit One** | **Purposes of Music**  
Two Weeks  
*HCPS-AH-P3-3.1.1*  
Students will explore and experience music created for a variety of purposes.  
*Purposes of music (different roles of music)*  
*Ceremonial* - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  
*Recreational* - music for entertainment (e.g., music for play such as game songs, music for physical activities)  
*Artistic Expression* - 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) | Performance Events | **Do this after the lesson is taught**  
(What resources/activities worked? Did the time frames need any adjustments? What instructional strategies were effective? If information was not available in textbook, where did you access needed information? Websites/technology?) |
| **Unit Two** | **Purposes of Dance**  
One Week  
*HCPS-AH-P2-3.2.1*  
Students will explore and experience dance created for a variety of purposes.  
*Purposes of dance: (different roles of dance)*  
*Ceremonial* - dances created or performed for rituals or celebrations  
*Recreational* - dancing for entertainment, to support recreational activities (e.g., aerobic dance, dance)  
*Artistic Expression* - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) | Performance Events | |
| **Unit Three** | **Purposes of Drama**  
One Week  
*HCPS-AH-P3-3.3.1*  
Students will experience dramatic works created for a variety of purposes.  
*Purposes of drama: (different roles of drama)*  
*Sharing the human experience* - to express or | Performance Events | |
### Unit Four
**Purposes of Visual Art**

#### One Week

**AH-EP-3.3.1**

Students will explore and experience visual arts created for a variety of purposes.

*Purposes of drama/theatre: (different roles of art)*

- **Ceremonial** – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)
- **Artistic expression** – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)
- **Narrative** – Artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)
- **Functional** – artistic objects used in everyday life (e.g., pottery, quilts, baskets.)

**Performance Events**

- 1 ORQ
- And
- Multiple Choice over purposes of arts

**Art Prints:**

### Unit Five
**Structures in Music**

#### Five weeks

**AH-EP-1.1.1**

Students will explore and experience elements of music using musical terminology.

*Elements of music:*

- **Rhythm** – bar lines, measures, (whole notes, quarter notes (aurally and visually))
- **Tempo** – steady beat, slower, faster (aurally)
- **Melody** – notes, lines and spaces on treble clef (visually)
- **Harmony** – rounds and simple 2-part songs (aurally)
- **Form** – call and response form, AB form or pattern and ABA form or pattern (aurally)
- **Timbre (tone color)** – recognize different qualities of musical sounds, instruments by family - brass, woodwind, string, percussion, (aurally and visually) and human voices (aurally)

**KET Music Toolkit**

- Creating and performing opportunities
- Critique
- **MC**
<table>
<thead>
<tr>
<th>Unit 6: Structures in Dance</th>
<th>Two Weeks</th>
<th>HCPS-AH-P3-1.2.1</th>
<th>Students will explore and observe dance/movement and identify elements and movements using dance terminology.</th>
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</thead>
<tbody>
<tr>
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<td>AH-EP-1.1.2</td>
<td>Students will identify various styles of music (spirituals, game songs, folk songs, lullabies, patriotic).</td>
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</table>

**Elements of dance:**
- **Space** – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape
- **Time (tempo)** – dance movements that follow a steady beat or move faster or slower
- **Force** – dance movements that use more or less energy (e.g., gentle movements versus strong movements)

**Dance Form** - beginning, middle, end

<table>
<thead>
<tr>
<th>Unit 7: Structures in Drama</th>
<th>Two Weeks</th>
<th>HCPS-AH-P3-1.3.1</th>
<th>Students will explore dramatic productions and identify literary elements, technical elements and/or performance elements using drama/theatre terminology.</th>
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</table>

**Elements of drama:**
- **Literary elements** – Script, Story line (plot), Character, Story organization (beginning, middle, end),
- **Technical elements** – Scenery, Costumes, Props, Make-up
- **Performance elements:** Acting (how speaking, moving help to create characters)

Performance Events | Critique | KET Dance Toolkit
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1 ORQ | MC | 

Dynamics – soft, loud (aurally)

KET Drama Toolkit

1 ORQ

MC
### HCPS-AH-P3-1.3.3
Students will identify a variety of creative dramatics (improvisation, role playing and storytelling).

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<tr>
<th>Unit 8</th>
<th>Structures in Visual Arts</th>
<th>Five Weeks</th>
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</table>
| **HCPS-AH-P3-1.4.1** | Students will explore and experience elements of art and principles of design in works of art. **Elements of art:** Line, Shape, Form, Texture and Color (primary hues) and color schemes (warm, cool) **Principles of design:** Organization of visual compositions: Emphasis (focal point), Pattern, Contrast (e.g., black/white, rough/smooth) | **Performance Events**  
Critique  
**Error! Not a valid link.**  
**Error! Not a valid link.**  
1 ORQ  
MC  

**Art Prints:**  
KET Visual Arts Toolkit |
<table>
<thead>
<tr>
<th>Unit 9 Humanity in the arts 2 Weeks</th>
<th>Performance Events</th>
</tr>
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<tbody>
<tr>
<td><strong>HCPS-AH-P3-2.1.1</strong>&lt;br&gt;Students will explore and experience <em>music</em> a variety of cultures and periods including their own.</td>
<td>1 ORQ&lt;br&gt;MC</td>
</tr>
<tr>
<td><strong>HCPS-AH-P3-2.2.1</strong>&lt;br&gt;Students will explore and experience <em>dances</em> from a variety of cultures and periods including their own.</td>
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<tr>
<td><strong>HCPS-AH-P3-2.3.1</strong>&lt;br&gt;Students will explore and experience folktales, legends or myths from a variety of cultures and periods including their own.</td>
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<tr>
<td><strong>HCPS-AH-P3-2.4.1</strong>&lt;br&gt;Students will explore and experience <em>art</em> from a variety of cultures and periods including their own.</td>
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