

# Harlan County Schools Curriculum Guide

**Content: Arts and Humanities**

**Grade: 2**

Time Frame	Core Content and Implied Skills (Unpack the standards)	Assessments	Curriculum Map Notes (Complete this section with notes of resources and instructional strategies that were used successfully in teaching this unit)
<p><b>Unit One</b></p> <p><b>Purposes of Music</b></p> <p><b>Two Weeks</b></p>	<p><i>HCPS-AH-P3-3.1.1</i>  <i>Students will explore and experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i>  <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 physical activities)  <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)</p>	<p>Performance Events</p>	<p><b><u>Do this after the lesson is taught</u></b></p> <p>(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?)</p>
<p><b>Unit Two</b></p> <p><b>Purposes of Dance</b></p> <p><b>One Week</b></p>	<p><i>HCPS-AH-P2-3.2.1</i>  <i>Students will explore and experience dance created for a variety of purposes.</i></p> <p><i>Purposes of dance: (different roles of dance)</i>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations  <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., aerobic dance, dance)  <u>Artistic Expression</u> - 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)</p>	<p>Performance Events</p>	
<p><b>Unit Three</b></p> <p><b>Purposes of Drama</b></p> <p><b>One Week</b></p>	<p><i>HCPS-AH-P3-3.3.1</i>  <i>Students will experience dramatic works created for a variety of purposes.</i></p> <p><i>Purposes of drama: (different roles of drama)</i>  <u>Sharing the human experience-</u> to express or</p>	<p>Performance Events</p>	

	<p><i>communicate emotion, feelings, ideas, information through dramatic works (e.g. storytelling, role playing, narrative works)</i></p> <p><u>Passing on tradition and culture-</u> to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</p> <p><u>Recreational:</u> drama for entertainment (e.g., drama/theatre as a hobby)</p> <p><u>Artistic Expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</p>		
<p><b>Unit Four</b></p> <p><b>Purposes of Visual Art</b></p> <p><b>One Week</b></p>	<p>AH-EP-3.3.1</p> <p>Students will explore and experience visual arts created for a variety of purposes.</p> <p>Purposes of drama/theatre: (different roles of art)</p> <p><u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)</p> <p><u>Artistic expression</u> – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</p> <p><u>Narrative</u> – 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)</p> <p><u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>	<p>Performance Events</p> <p>1 ORQ And Multiple Choice over purposes of arts</p>	<p>Art Prints:</p>
<p><b>Unit Five</b></p> <p><b>Structures in Music</b></p> <p><b>Five weeks</b></p>	<p>AH-EP-1.1.1</p> <p>Students will explore and experience elements of music using musical terminology.</p> <p>Elements of music:</p> <p><u>Rhythm</u> - bar lines, measures, (whole 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 (visually)</p> <p><u>Harmony</u> – rounds and simple 2-part songs (aurally))</p> <p><u>Form</u> - call and response form, AB form or pattern and ABA form or pattern (aurally)</p> <p><u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family - brass, woodwind, string, percussion, (aurally and visually) and human voices (aurally)</p>	<p>Creating and performing opportunities</p> <p>Critique</p> <p>MC</p>	<p><b><u>KET Music Toolkit</u></b></p>

	<p><u>Dynamics</u> – soft, loud (aurally)</p> <p>AH-EP-1.1.2 Students will identify various styles of music (spirituals, game songs, folk songs, lullabies, patriotic,).</p>		
<p><b>Unit 6</b></p> <p><b>Structures in Dance</b></p> <p><b>Two Weeks</b></p>	<p>HCPS-AH-P3-1.2.1 Students will explore and observe dance/movement and identify elements and movements using dance terminology.</p> <p>Elements of dance:  <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape  <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower  <u>Force</u> – dance movements that use more or less energy (e.g., gentle movements versus strong movements)</p> <p>Dance Form - beginning, middle, end</p> <p>HCPS-AH-P3-1.2.2 Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements..</p>	<p>Performance Events</p> <p>Critique</p> <p><b>Error! Not a valid link.</b></p> <p>1 ORQ</p> <p>MC</p>	<p><b><u>KET Dance Toolkit</u></b></p>
<p><b>Unit 7</b></p> <p><b>Structures in Drama</b></p> <p><b>Two Weeks</b></p>	<p>HCPS-AH-P3-1.3.1 Students will explore dramatic productions and identify literary elements, technical elements and/or performance elements using drama/theatre terminology..</p> <p>Elements of drama:  <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end),  <u>Technical elements</u> – Scenery, Costumes, Props, Make-up  <u>Performance elements:</u>  Acting (how speaking, moving help to create characters)</p>	<p>Critique</p> <p>Performance Events</p> <p>1 ORQ</p> <p>MC</p>	<p><b><u>KET Drama Toolkit</u></b></p>

	<p>HCPS-AH-P3-1.3.3  <i>Students will identify a variety of creative dramatics (improvisation, role playing and storytelling).</i></p>		
<p><b>Unit 8</b>   <b>Structures in Visual Arts</b>   <b>Five Weeks</b></p>	<p>HCPS-AH-P3-1.4.1  <i>Students will explore and experience elements of art and principles of design in works of art.</i>  <u>Elements of art:</u>  <i>Line, Shape, Form, Texture and Color (primary hues) and color schemes (warm, cool)</i></p> <p><u>Principles of design:</u> <i>Organization of visual compositions: Emphasis (focal point), Pattern, Contrast (e.g., black/white, rough/smooth)</i></p> <p>HCPS-AH-P3-1.4.2  <i>Students will explore and experience various media and processes.</i>  <u>Media (plural) / medium (singular):</u> <i>(used to produce artworks)</i>  <u>Two-dimensional-</u> <i>crayon, pencil, paint, paper</i>  <u>Three-dimensional</u> - <i>clay</i></p> <p><u>Art processes:</u>  <u>Two-dimensional</u> - <i>drawing, painting, collage</i>  <u>Three-dimensional</u> - <i>sculpture,</i>  <u>Subject matter:</u> <i>(e.g. landscape, portrait, still life)</i></p>	<p>Performance Events</p> <p>Critique</p> <p>Error! Not a valid link.</p> <p>Error! Not a valid link. 1 ORQ</p> <p>MC</p>	<p><b><u>Art Prints:</u></b></p> <p><b><u>KET Visual Arts Toolkit</u></b></p>

<p><b>Unit 9</b></p> <p><b>Humanity in the arts</b></p> <p><b>2 Weeks</b></p>	<p><i>HCPS-AH-P3-2.1.1</i> <i>Students will explore and experience music a variety of cultures and periods including their own..</i></p> <p><i>HCPS-AH-P3-2.2.1</i> <i>Students will explore and experience dances from a variety of cultures and periods including their own.</i></p> <p><i>HCPS-AH-P3-2.3.1</i> <i>Students will explore and experience folktales, legends or myths from a variety of cultures and periods including their own.</i></p> <p><i>HCPS-AH-P3-2.4.1</i> <i>Students will explore and experience art from a variety of cultures and periods including their own.</i></p>	<p>Performance Events</p> <p>1 ORQ</p> <p>MC</p>	
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