

SECOND GRADE CA CONTENT STANDARDS RELATED TO BBMT

Standard Identifier: [2.DA:Cr1](#)

Grade: **2**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

- a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- b. Combine a variety of movements while manipulating the elements of dance.

Standard Identifier: [2.MU:Cr2](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent

Essential Question(s): How do musicians make creative decisions?

Process Component(s): Plan & Make

Performance Standard(s):

- a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

Standard Identifier: [2.MU:Cr3.2](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question(s): When is creative work ready to share?

Process Component(s): Present

Performance Standard(s):

Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Standard Identifier: [2.MU:Pr4.1](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question(s): How do performers select repertoire?

Process Component(s): Select

Performance Standard(s):

Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Standard Identifier: [2.MU:Pr4.2](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Process Component(s): Analyze

Performance Standard(s):

- a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

Standard Identifier: [2.MU:Pr4.3](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

Process Component(s): Interpret

Performance Standard(s):

Demonstrate understanding of expressive qualities (such as voice quality, dynamics and tempo) and how creators use them to convey expressive intent.

Standard Identifier: [2.MU:Pr5](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question(s): How do musicians improve the quality of their performance?

Process Component(s): Rehearse, Evaluate, and Refine

Performance Standard(s):

- a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

b. Apply rehearsal strategies to address identified interpretive, performance, and technical challenges of music.

Standard Identifier: [2.MU:Pr6](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Process Component(s): Present

Performance Standard(s):

- a. Perform music for a specific purpose with expression.
- b. Demonstrate performance decorum and audience etiquette appropriate for the purpose.

Standard Identifier: [2.MU:Re7.1](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Select

Performance Standard(s):

Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Standard Identifier: [2.MU:Re7.2](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Analyze

Performance Standard(s):

Describe how specific music concepts are used to support a specific purpose in music.

Standard Identifier: [2.MU:Re8](#)

Grade: **2**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Process Component(s): Interpret

Performance Standard(s):

Demonstrate knowledge of expressive qualities and how they support creators' and performers' expressive intent.

Standard Identifier: [PE-2.1.17](#)

Grade: **2**

Content Area: **Physical Education**

Category: **Manipulative Skills**

Overarching Standard:

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard:

Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

Standard Identifier: [2.DA.Cr1](#)

Grade: **2**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

a. Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

b. Combine a variety of movements while manipulating the elements of dance.

Standard Identifier: [2.TH:Cn10](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Process Component(s): Empathize

Performance Standard(s):

Relate character experiences to personal experiences in a guided drama experience.

Standard Identifier: [2.TH:Cn11.1](#)

Grade: **2**

Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: 11.1 Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.

Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Process Component(s): Interrelate

Performance Standard(s):

- a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience.
- b. Use appropriate responses to react to a guided drama experience.

Standard Identifier: [2.TH:Cn11.2](#)

Grade: **2**
Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: 11.2 Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Process Component(s): Research

Performance Standard(s):

- a. Identify similarities and differences in stories from multiple cultures in a guided drama experience.
- b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.

Standard Identifier: [2.TH:Cr1](#)

Grade: **2**
Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Performance Standard(s):

- a. Propose potential new details to plot and story in a guided drama experience.
- b. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences.
- c. Collaborate with peers to conceptualize scenery in a guided drama experience.

Standard Identifier: [2.TH:Cr2](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

Process Component(s): Develop

Performance Standard(s):

- a. Collaborate with peers to devise meaningful dialogue in a guided drama experience.
 - b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience.
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Standard Identifier: [2.TH:Cr3](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

Process Component(s): Rehearse

Performance Standard(s):

- a. Contribute to the adaptation of dialogue in a guided drama experience.

- b. Use and adapt sounds and movements in a guided drama experience.
 - c. independently generate multiple representations of a single object in a guided drama experience.
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Standard Identifier: [2.TH:Pr4](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

Process Component(s): Select

Performance Standard(s):

- a. Interpret story elements in a guided drama experience.
 - b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience.
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Standard Identifier: [2.TH:Pr5](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question(s): What can I do to fully prepare a performance or technical design?

Process Component(s): Prepare

Performance Standard(s):

- a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience.
 - b. Explore technical theatre elements in a guided drama experience.
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Standard Identifier: [2.TH:Pr6](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Process Component(s): Share, Present

Performance Standard(s):

Contribute to group guided drama experiences and informally share with peers.

Standard Identifier: [2.TH:Re7](#)

Grade: 2

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Process Component(s): Reflect

Performance Standard(s):

Recognize when artistic choices are made in a guided drama experience.

Standard Identifier: [2.TH:Re8](#)

Grade: 2

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

Process Component(s): Interpret

Performance Standard(s):

- a. Explain how personal preferences and emotions affect an observer's response in a guided drama experience or age-appropriate theatre performance.
- b. Identify causes and consequences of character actions in a guided drama experience.
- c. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience.

Standard Identifier: [2.TH:Re9](#)

Grade: **2**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.

Essential Question(s): How do analysis and synthesis impact the theatre artist's process and audience's perspectives?

Process Component(s): Evaluate

Performance Standard(s):

- a. Collaborate on a scene in a guided drama experience.
- b. Describe how characters respond to challenges in a guided drama experience.
- c. Use a prop or costume in a guided drama experience to describe characters, settings, or events.

Standard Identifier: [2.VA:Cr1.1](#)

Grade: **2**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Brainstorm to generate multiple approaches to an art or design problem.

Standard Identifier: [2.VA:Cr1.2](#)

Grade: **2**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.