

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FINE ARTS CHECKLIST: DANCE  
~GRADE 2~

**Historical, Cultural and Social Contexts**—  
Students understand dance forms and styles from a diverse range of cultural environments of past and present society. They know the contributions of significant choreographers, dancers and dance organizations to dance heritage. Students analyze the philosophical beliefs, social systems and movement norms that influence the function and role of dance in the lives of people.

*Benchmark A: Identify and perform dances from a variety of cultures of past and present society.*

\_\_\_\_1. Describe the movements, costumes and music of a cultural dance.

*Benchmark B: Explain the settings and circumstances in which dance is found in their lives and the lives of others both past and present.*

\_\_\_\_2. Create movements that represent familiar everyday actions (e.g., walking fast and doing chores).

\_\_\_\_3. Use movement to interpret cultural stories, myths and folk tales of various time periods.

*Benchmark C: Recognize and describe how choreographers, dancers and dance contribute to people's cultural heritages.*

\_\_\_\_4. Identify sources (e.g., nature, visual images, stories and personal experience) a choreographer uses to get ideas for dances.

**Creative Expression and Communication**—  
Students create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. They understand how to use dance

**and movement to express ideas and to make meaning of their world.**

*Benchmark A: Improvise, create and perform movement phrases with concentration and kinesthetic awareness.*

\_\_\_\_1. Perform locomotor and nonlocomotor movements in combination and sequence.

\_\_\_\_2. Create and perform short movement phrases to demonstrate the extremes in range within a particular dance element (e.g., space, time, force or body).

\_\_\_\_3. Create and perform a movement phrase with a beginning, middle and end.

*Benchmark B: Use the elements of dance to create a mood or express an idea in a dance study.*

\_\_\_\_4. Perform a memorized movement phrase with expression, focus and confidence.

*Benchmark C: Invent multiple solutions to movement problems varying space, time and energy.*

\_\_\_\_5. Identify and explore the range within a particular dance element.

\_\_\_\_6. Use fast and slow tempos to improvise movement phrases based on everyday gestures (e.g., shaking hands, brushing teeth and waving hello).

**Analyzing and Responding**—Students express orally and in writing their interpretations and evaluations of dances they observe and perform. They understand and use the vocabulary of art criticism to discuss their responses to a variety of dance forms and styles.

*Benchmark A: Describe their responses to movement experiences using dance vocabulary.*

\_\_\_\_1. Recognize and use dance vocabulary to describe the distinctive characteristics in selected dances.

*Benchmark B: Actively participate in discussions about various reactions to and interpretations of dance performances.*

\_\_\_\_2. Recognize that people have different reactions to a dance and discuss some of these reactions.

*Benchmark C: Explain the relationship between the audience and the performer.*

\_\_\_\_3. Explain the role of audience and performer in a dance experience.

**Valuing the Arts/Aesthetic Reflection**—Students inquire about the nature and experience of dance in their lives. They reflect on the significance and value of dances they observe and perform. Students present points of view about dance and respond thoughtfully to others' points of view.

*Benchmark A: Recognize and describe their impressions and opinions of dance experiences (e.g. observing performing or responding to a dance).*

\_\_\_\_1. Compare their experiences and reactions to performing or observing a dance with others' experiences and reactions.

\_\_\_\_2. Offer reasons why they like a dance.

*Benchmark B: Demonstrate inquiry skills when stating and supporting their views about dance.*

\_\_\_\_3. Demonstrate listening skills in discussions with others about dance experiences.

**Connections, Relationships and Applications**—  
Students apply their knowledge of dance to the study of other arts areas and disciplines outside the arts. Students make connections between dance and healthful living.

*Benchmark A: Relate ideas and concepts from the arts and other content areas to expressive movement.*

\_\_\_\_1. Connect movements with music and visual images.

*Benchmark B: Apply basic skills and processes essential to the study of all disciplines to the study of dance.*

\_\_\_\_2. Use strategies to develop ideas about a topic for

movement activities similar to those used for writing and visual art activities.

**Benchmark C:** *Discuss how dance contributes to healthful living.*

- \_\_\_\_ 3. Describe the special training required of a professional dancer.
- \_\_\_\_ 4. Explain how healthy practices (e.g., nutrition and safety) enhance movement and dance abilities.

## **DRAMA/THEATRE**

### **Historical, Cultural and Social Contexts—**

**Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.**

***Benchmark A:** Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.*

- \_\_\_\_ 1. Demonstrate audience behavior appropriate for participatory and traditional experiences.
- \_\_\_\_ 2. Discuss how audience behavior differs among the forms of drama/ theatre (e.g., live theatre, film/video and broadcast media).

***Benchmark B:** Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.*

- \_\_\_\_ 3. Compare plays representing various time periods.
- \_\_\_\_ 4. Read and/or view plays from various cultures and describe the visual, aural and kinetic elements found within.

***Benchmark C:** Explain the role of writers in creating live theatre, film/video and broadcast media.*

- \_\_\_\_ 5. Communicate information about the role of a playwright in terms of story and script development.

### **Creative Expression and Communication—**

**Students improvise, create, produce and**

**perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre**

***Benchmark A:** Sustain characters with consistency in classroom dramatizations.*

- \_\_\_\_ 1. Create the movement and voice of a character to communicate feelings ideas and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling).

***Benchmark B:** Create places/spaces where performances can be staged.*

- \_\_\_\_ 2. Explore and demonstrate various design components of a story/scene (e.g., draw a picture from the story, create live sound effects and identify clothing items appropriate to a character).

***Benchmark C:** Demonstrate various ways to stage classroom dramatizations.*

- \_\_\_\_ 3. View a performance and discuss who made the artistic choices.

***Benchmark D:** Communicate a story through storytelling or scripted screen work.*

- \_\_\_\_ 4. Listen to a story and sequence the events including the problem and the solution.
- \_\_\_\_ 5. Describe the character's feelings in a story and compare them to people and events in their lives.
- \_\_\_\_ 6. Convey familiar stories, sequencing events and identifying characters, settings and conflict.

### **Analyzing and Responding Standard—**

**Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and**

**evaluate dramatic/theatrical works using appropriate criteria.**

***Benchmark A:** Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.*

- \_\_\_\_ 1. Use appropriate dramatic/theatrical vocabulary (e.g., plot, setting) to describe dramatic/theatrical experiences.
- \_\_\_\_ 2. Describe the characters, setting, central ideas and plot in a story or dramatic/theatrical work.

***Benchmark B:** Explain the impact of choices made by artists (e.g. playwrights, actors, directors, designers) in dramatic/theatrical works or experiences.*

- \_\_\_\_ 3. Identify the theme of a story or dramatic/theatrical work.
- \_\_\_\_ 4. Explain what makes theatrical works different from stories.
- \_\_\_\_ 5. Describe the consequences of a character's decisions and actions in a dramatic/theatrical work.

***Benchmark C:** Apply criteria for evaluating a theatrical work.*

- \_\_\_\_ 6. Critique their own portrayals of a character based on voice, gesture, facial expression and movement.

### **Valuing Drama/Theatre/Aesthetic Reflection—**

**Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.**

***Benchmark A:** Apply personal criteria for evaluating drama/theatre works or experiences.*

- \_\_\_\_ 1. Identify factors that influence personal likes and dislikes in a drama/theatre work or experience.

***Benchmark B:** Represent the diversity of personal opinions expressed in response to a drama/theatre work or experience.*

- \_\_\_\_ 2. Compare personal opinions with those of others.

## **Connections, Relationships and**

**Applications--Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.**

***Benchmark A:** Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.*

- \_\_\_\_ 1. Identify the arts that are used to make a theatrical performance.
- \_\_\_\_ 2. Identify instances in everyday life that are dramatic/theatrical.

***Benchmark B:** Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.*

- \_\_\_\_ 3. Compare the same story from across cultures.
- \_\_\_\_ 4. Identify problem-solving and communication skills needed to dramatize a story or current event.

## MUSIC

### **Historical, Cultural and Social Contexts**—

**Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.**

*Benchmark A: Identify and demonstrate basic music forms.*

- \_\_\_ 1. Identify and demonstrate rounds/canons.

*Benchmark B: Identify and respond to music of historical and cultural origins.*

- \_\_\_ 2. Identify and describe contrasting music styles (e.g., marches and lullabies).  
\_\_\_ 3. Sing, listen and move to music from various historical periods.  
\_\_\_ 4. Identify, listen and respond to music of different composers.

*Benchmark C: Recognize the interaction of people in music.*

- \_\_\_ 5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).

### **Creative Expression and Communication**—

**Students sing, play instruments, improvise, compose, read and notate music.**

*Benchmark A: Sing and/or play instruments alone and with others, demonstrating a variety of repertoire using proper technique, accurate rhythm and pitch, and appropriate expressive qualities.*

- \_\_\_ 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.

- \_\_\_ 2. Use the head voice to produce a light, clear sound and maintain appropriate posture.  
\_\_\_ 3. Play, alone and with others, a variety of classroom instruments with proper technique.

*Benchmark B: Read, write, improvise and compose melodies and accompaniments.*

- \_\_\_ 4. Improvise and compose simple rhythmic and melodic phrases.  
\_\_\_ 5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.  
\_\_\_ 6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

**Analyzing and Responding**—**Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.**

*Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.*

- \_\_\_ 1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).  
\_\_\_ 2. Identify and respond to the patterns of same and different phrases in simple poems and songs.

*Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.*

- \_\_\_ 3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).

*Benchmark C: Discuss and evaluate individual and group music performance.*

- \_\_\_ 4. Discuss individual and group music performance.

**Valuing Music/Aesthetic Reflection**—**Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.**

*Benchmark A: Reflect on their own performances and the performances of others.*

- \_\_\_ 1. Participate in developmentally appropriate music activities.

*Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.*

- \_\_\_ 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

*Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods, or images and influences personal preferences.*

- \_\_\_ 3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.  
\_\_\_ 4. Demonstrate how music communicates meaning of text, feelings and moods or images.

### **Connections, Relationships and Applications**—

**Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

*Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.*

- \_\_\_ 1. Respond to music using dance, drama and visual art.  
\_\_\_ 2. Recognize similarities and differences among

the arts, including music, dance, drama and visual art.

- \_\_\_\_3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).

***Benchmark B:*** Describe how music is used in various cultures in the United States.

- \_\_\_\_4. Identify various uses of music in the United States.

***Benchmark C:*** Identify and describe roles of musicians in various music settings.

- \_\_\_\_5. Identify the role of a musician.

## **VISUAL ART**

### **Historical, Cultural and Social Contexts**—

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

**Benchmark A:** Recognize and describe visual art forms and artworks from various times and places.

- \_\_\_ 1. Place artworks and art objects in temporal order relating them to earlier times or the present.

**Benchmark B:** Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

- \_\_\_ 2. Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.

**Benchmark C:** Identify and describe the different purposes people have for creating works of art.

- \_\_\_ 3. Identify and compare the purpose of art objects (e.g., masks, puppets, pottery and weaving) from various cultures.

**Benchmark D:** Place selected visual art exemplars (e.g. artists art objects or works of art) chronologically in the history of Ohio, the United States or North America and describe how they contribute to and reflect the time period.

- \_\_\_ 4. Distinguish the artistic style and subject matter in the artworks of two or more visual artists from local, regional or state history.

### **Creative Expression and Communication**—

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Benchmark A:** Demonstrate knowledge of visual art materials, tools, techniques and processes by using them expressively and skillfully.

- \_\_\_ 1. Demonstrate increasing skill in the use of art tools and materials.

**Benchmark B:** Use the elements and principles of art as a means to express ideas, emotions and experiences.

- \_\_\_ 2. Establish and communicate a purpose for creating artworks.  
\_\_\_ 3. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects.

**Benchmark C:** Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

- \_\_\_ 4. Create artworks based on observation of familiar objects and scenes in the environment.  
\_\_\_ 5. Compare the subject matter and ideas in their own artworks with those in the works of others.  
\_\_\_ 6. Demonstrate flexibility in their designs, representational drawings and use of art materials.

**Benchmark D:** Recognize and use ongoing assessment to revise and improve the quality of original artworks.

- \_\_\_ 7. Begin to revise work to a level of personal satisfaction.

**Analyzing and Responding**—Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the

vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

**Benchmark A:** Identify and describe the visual features and characteristics in works of art.

- \_\_\_ 1. Use details (e.g., tilted objects, yellow-orange sun or striped shirt) to describe objects, symbols and visual effects in artworks.  
\_\_\_ 2. Compare and describe the form, materials and techniques in selected works of art.  
\_\_\_ 3. Respond to the composition of artworks by describing how art elements work together to create expressive impact (e.g., the relationship of colors and shapes to create a happy or fearful mood).

**Benchmark B:** Apply comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.

- \_\_\_ 4. Use context clues to identify and describe the cultural symbols and images in artworks.

**Benchmark C:** Contribute to the development of criteria for discussing and judging works of art.

- \_\_\_ 5. Recognize the difference between assessing the quality of artwork and their personal preferences for a work.

**Valuing the Arts/Aesthetic Reflection**—Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

**Benchmark A:** Apply basic reasoning skills to understand why works of art are made and valued.

- \_\_\_ 1. Create and communicate a definition of art.

**Benchmark B:** Form their own opinions and views about works of art and discuss them with others.

- \_\_\_\_2. Compare different responses (e.g., parent, peer, teacher and artist) to the same work of art.
- \_\_\_\_3. Listen carefully to others' viewpoints and beliefs about art.

**Benchmark C:** Distinguish and describe the aesthetic qualities in works of art.

- \_\_\_\_4. Talk about their thoughts and feelings when looking at works of art.

**Connections, Relationships and Applications**—Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

**Benchmark A:** Demonstrate the relationship the visual arts share with other arts disciplines as meaningful forms of nonverbal communication.

- \_\_\_\_1. Use visual art materials to express an idea from a song, poem, play or story.

**Benchmark B:** Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

- \_\_\_\_2. Compare and contrast the importance of visual artists to society with the importance of explorers, inventors or scientists.

**Benchmark C:** Create and solve an interdisciplinary problem using visual art processes, materials and tools.

- \_\_\_\_3. Construct a three-dimensional model to represent a topic or theme from another subject area (e.g., construct a model of a scene from history or the life story of a historical

figure such as Abraham Lincoln, Harriet Tubman or Susan B. Anthony).

**Benchmark D:** Describe how visual art is used in their communities and the world around them and provide examples.

- \_\_\_\_4. Share artwork from a resource in their communities and describe its cultural context.
- \_\_\_\_5. Describe ways they use visual art outside the classroom and provide examples.
- \_\_\_\_6. Identify and discuss artists in the community who create different kinds of art.