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Financial Support provided by:



**The Ohio Alliance for Arts Education**  
is supported annually by  
The John F. Kennedy Center  
for the Performing Arts  
and the Ohio Arts Council

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# A Fine Arts Standards Guide for Families



What is Expected  
in Grade

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Music

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Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at [www.ode.state.oh.us](http://www.ode.state.oh.us) and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at [dcollins@oaae.net](mailto:dcollins@oaae.net).

Sincerely,

*Donna S. Collins*

Donna S. Collins  
Executive Director  
Ohio Alliance for Arts Education

## Tips .....

### *and Activities*

- Encourage creative expression at home. Stock a drawer with a variety of art supplies, including crayons, watercolors, markers, modeling clay, and a variety of papers in an assortment of sizes. Computer paper and index cards work well, and scraps of mats or foam board may be available for free from local frame shops. Allow your child to experiment with different mediums before asking to see a finished product. Use art vocabulary when commenting on and discussing your child's artwork.
- Keep a variety of recyclables (paper tubes, milk caps, plastic bottles, detergent lids, etc.) available to your child for three-dimensional construction, allowing your child to creatively assemble the pieces with masking or packing tape.
- At family gatherings, encourage conversation about what it was like in your child's (or your) grandparents' time. Discuss your heritage and artifacts that may have been passed down through generations, sharing how these items were made and used long ago.
- Visit a museum. Ask your child to identify a favorite artwork and discuss why it is appealing. Call ahead to see if the museum has a hands-on children's section.
- Stop in a museum gift shop and purchase a postcard of a favorite painting. Later at home discuss different opinions about the piece, with family members sharing their responses to it and the reasons for them. Discuss why people have different opinions about art, and how these opinions are formed.

- Children should be able to support personal preferences for specific artwork through knowledgeable criteria.



## Connections, Relationships, and Applications

***What this means:** Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.*

- Children should be able to use art materials to express an idea for a song, poem, play, or story.
- Children should be able to compare and contrast the importance of artists to society with the importance of explorers, inventors or scientists.
- Children should be able to construct a three-dimensional model to show a theme or topic from another subject area.
- Children should be able to share artwork from a resource in the community and describe how it reflects the artist's culture.
- Children should be able to describe ways they use art outside the classroom and give examples.
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## Music



### Historical, Cultural, and Social Contexts

***What this means:** Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present.*

- Children should be able to identify and demonstrate rounds and cannons.

*Check your understanding: **Cannon/Round***

A **cannon/round** is a musical form in which a tune is imitated by individual parts at regular intervals, known as a round when each part is continuously repeated.

- Children should be able to identify and describe contrasting music styles such as marches and lullabies.
- Children should be able to sing, listen, and move to music from various historical periods.
- Children should be able to identify, listen, and respond to music of different composers.
- Children should be able to recognize and describe how songs are used for a variety of occasions such as birthday and holiday celebrations.



## Creative Expression and Communication

**What this means:** Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform music independently or in a group, with technical accuracy and expression.

- Children should be able to sing alone and with others, maintaining correct pitch with accurate rhythm.
- Children should be able to sing with a light, clear head voice and maintain good singing posture.

### Check your understanding: **Head Voice**

The **head voice** is the higher range of pitch used in speaking or singing; the vibrations of sung notes are felt in the head. Young children most commonly speak and sing using the head voice.

- Children should be able to play a variety of classroom instruments by themselves or in a group, using proper technique.
- Children should be able to improvise and compose simple rhythmic and melodic phrases.

### Check your understanding: **Improvise, Compose**

**Improvise:** To spontaneously invent, compose, or perform (by playing, singing, or dancing to music) with little or no preparation.

**Compose:** To write original music in an organized fashion, usually in written form.

- Children should be able to read, write, and perform using half notes, quarter notes, eighth notes, and quarter rests in duple meter.



## Valuing the Arts/Aesthetic Reflection

**What this means:** Children will gain an understanding of why art is valued and they will respect diverse points of view about artworks and artifacts.

- Children should be able to create and communicate a definition of art.
- Children should be able to compare different responses (those of friend, parent, teacher, and artist) about the same work of art.

### Check your understanding: **Differing Responses to Art**

As children's experience with art grows, they will begin to recognize that people (friends, family, teachers, and artists) have different beliefs and opinions about art and value art for different reasons and that people need not agree in their preferences.

- Children should be able to listen carefully to others' viewpoints and beliefs about art.
- Children should be able to talk about their thoughts and feelings when looking at a piece of art.

## Analyzing and Responding

**What this means:** Children will use the vocabulary of art to make judgments regarding artistic quality and will be able to interpret meaning in works of art.

- Children should be able to use details to describe objects, symbols and visual effects in artworks.
- Children should be able to compare and describe the form, materials, and techniques used in selected pieces of artwork.
- Children should be able to respond to the composition of an artwork by describing how the art elements work together to create expressive impact.

**Check your understanding: Composition**

**Composition** refers to the organization of the elements of art in an artwork, the way the parts are used to create the whole and how they relate to one another in the design of the piece.

- Children should be able to use context clues to identify cultural symbols and images in artwork.
- Children should be able to recognize that there is a difference between personal preference in art and determination of the quality of an artwork.



**Check your understanding: Duple Meter**

**Duple Meter** is the grouping of beats into sets of two.

- Children should be able to read, write, and perform pentatonic (five-tone) melodies using a system such as solfege, numbers or letters.

**Check your understanding: Solfege**

**Solfege** (or *solfeggio*) is the system of arranging the musical notes of the scale by one-syllable names (do, re, mi, fa, sol, la, ti, do) used to teach singing.

## Analyzing and Responding

**What this means:** Children will be able to listen to a wide range of music and then describe it using age-appropriate music terminology.

- Children should be able to identify and demonstrate elements of music using proper vocabulary.

### Check your understanding: **Elements of Music**

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre. Second grade students should be familiar enough with melody, rhythm, tempo, dynamics, and timbre to use descriptive words for each.

**Tempo:** Speed or pace of a piece of music.

**Dynamics:** Volume of sound, or levels of loudness and softness.

**Timbre:** The tone color of an instrument, voice, or register; the aural qualities of any sound produced that make it unique and identifiable in comparison with other sounds.

- Children should be able to identify and respond to the patterns of same and different phrases in simple poems and songs.
- Children should be able to properly identify selected musical instruments by sight and sound.
- Children should be able to discuss individual and group music performance.



## Creative Expression and Communication

**What this means:** Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to show increasing skill in using art tools and materials.
- Children should be able to determine and discuss reasons for creating artwork.
- Children should be able to identify, select and use art elements and principles to express emotions and produce a variety of visual effects.

### Check your understanding: **Elements and Principles of Art**

The **Elements of Art** include line, shape, color, form, space, texture, and value. Second grade students should be familiar with line, shape, color, space, and texture.

The **Principles of Art** include balance, contrast, dominance, subordination, emphasis, movement, repetition, rhythm, variation, and unity. Second grade students should be familiar with balance, contrast, movement, repetition, variation, and unity.

- Children should be able to create artwork based upon familiar everyday objects and environmental scenes.
- Children should be able to compare the subject matter in their own artwork with that in the works of others.
- Children should be able to demonstrate flexibility in their designs, representational drawings, and use of art materials.
- Children should be able to revise and improve their work to a level of personal satisfaction.

# Visual Art



## Historical, Cultural, and Social Contexts

**What this means:** Children will be able to understand the impact history, culture, society, and politics have on art.

- Children should be able to place artworks and art objects in chronological order according to their origin, from earliest time period to present.
- Children should be able to use historical artworks such as paintings, photographs, and drawings to answer questions about daily life in the past.
- Children should be able to identify and compare the purpose of art objects from different cultures.

### Check your understanding: **Cultural Art Objects**

Different cultures throughout the world use masks, puppets, weaving, and pottery in a variety of ways for personal, societal, and practical reasons.

- Children should be able to examine and compare styles and subject matter of artworks created by different visual artists from local, regional, or state history.



## Valuing Music and Aesthetic Reflection

**What this means:** Children will gain an understanding of why music is important to other people and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to participate in developmentally appropriate music activities such as group and individual performances.
- Children should be able to display appropriate behavior while attending various performances in and out of school.
- Children should be able to respond physically, emotionally and/or intellectually (via movement, written/oral description) to a variety of age-appropriate music.
- Children should be able to demonstrate how music communicates meaning of text, images, and feelings or moods.

## Connections, Relationships, and Applications

**What this means:** *Children will be able to apply what they have learned in music to other subject fields (art, math, science, reading, and social studies), recognizing the similarities and differences between the arts and the other disciplines.*

- Children should be able to respond to music using dance, drama, and visual art.
- Children should be able to recognize similarities and differences among the arts, including music, dance, drama, and visual art.
- Children should be able to identify and describe connections between music experiences and other curricular subjects, such as English language arts, mathematics, and social studies.
- Children should be able to identify various uses of music in the United States.
- Children should be able to identify the role of a musician.



## Tips ..... and Activities

- Encourage a love for music by attending musical performances in your area. Discuss musical pieces or styles of music your child shows particular interest in. If possible, purchase recordings of these.
- Teach your child two or three new relevant songs during each holiday season. As you listen to your child sing, see if you can easily understand the words and if a clear tone of voice is used.
- As you listen to the radio or watch television, discuss the various types of music heard on shows and commercials.
- Borrow a selection of music from the local library. Listen to short excerpts (maybe one or two minutes) and ask your child to describe the music.
- Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- Sing in the car when traveling and make up songs together using familiar tunes. See if your child can sing them in a round with you.
- Inquire about instruments your child may be using in the classroom, asking what instruments are enjoyed in particular. Play along with favorite songs using homemade instruments, and develop movement or dances to go with them.
- After your child performs at school, church, or in a neighborhood group, ask what was done well and what aspects of the performance could be improved.