

<p align="center">California Content Standard Alignment Hoopoe Teaching Stories <i>The Man With Bad Manners</i> Visual Arts Grade Two</p>		Making Predictions	Developing Reading and Speaking Vocabulary	Fun with Tessellations	Developing Comprehension	Word Study	Putting the Story in Order	Retelling with Puppets	Independent Reading	Retelling with Art	Writing	Compare and Contrast	Prepared Reader's Theater - with props	Follow Up	Color Words and Sequence Cards
<p><u>1.0 ARTISTIC PERCEPTION</u> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>															
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>															
	1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.			X											
	1.2 Perceive and discuss differences in mood created by warm and cool colors.									X					
<i>Analyze Art Elements and Principles of Design</i>															
⊕	1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.			X				X		X			X		X
<p><u>2.0 CREATIVE EXPRESSION</u> Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>															
<i>Skills, Processes, Materials, and Tools</i>															
⊕	2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.			X				X		X			X		
	2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.			X				X		X			X		
<i>Communication and Expression Through Original Works of Art</i>															
	2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.			X				X		X			X		
	2.4 Create a painting or drawing, using warm or cool colors expressively.									X					
	2.5 Use bilateral or radial symmetry to create visual balance.														

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<u>3.0 HISTORICAL AND CULTURAL CONTEXT</u> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.															
<i>Role and Development of the Visual Arts</i>															
	3.1 Explain how artists use their work to share experiences or communicate ideas.							X		X			X		
☉	3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.									X					
<i>Diversity of the Visual Arts</i>															
	3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.														
4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.															
<i>Derive Meaning</i>															
	4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.			X				X		X			X		
	4.2 Compare different responses to the same work of art.			X				X		X			X		
<i>Make Informed Judgments</i>															
☉	4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.			X				X		X			X		X
	4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.			X				X		X			X		X

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<u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u> Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.															
<i>Connections and Applications</i>															
	5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/ out, over/under, together/apart, fast/slow, stop/go).							X		X				X	
	5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.														
<i>Visual Literacy</i>															
	5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).														
<i>Careers and Career-Related Skills</i>															
	5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).														

⊛ = KEY STANDARD

California Content Standard Alignment for Theatre Arts, Gr. 2 follows.

<p style="text-align: center;">California Content Standard Alignment Hoopoe Teaching Stories: THE MAN WITH BAD MANNERS Theatre Arts Grade Two</p>	Retelling with Puppets	Prepared Readers' Theater
<p><u>1.0 ARTISTIC PERCEPTION</u> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p>	X	X
<p><i>Development of the Vocabulary of Theatre</i></p>		
<p>1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p>		X
<p><i>Comprehension and Analysis of the Elements of Theatre</i></p>		
<p>1.2 Use body and voice to improvise alternative endings to a story.</p>		
<p><u>2.0 CREATIVE EXPRESSION</u> Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p>	X	X
<p><i>Development of Theatrical Skills</i></p>		
<p>2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p>	X	X
<p><i>Creation/Invention in Theatre</i></p>		
<p>2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.</p>	X	X
<p>2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.</p>	X	
<p>2.4 Create costume pieces, props, or sets for a theatrical experience.</p>	X	X
<p><u>3.0 HISTORICAL AND CULTURAL CONTEXT</u> Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p>	X	X
<p><i>Role and Cultural Significance of Theatre</i></p>		
<p>3.1 Identify theatre and storytelling forms from different cultures.</p>	X	X
<p><i>History of Theater</i></p>		
<p>3.2 Identify universal characters in stories and plays from different periods and places.</p>	X	X
<p><u>4.0 AESTHETIC VALUING</u> Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p>	X	X
<p><i>Critical Assessment of Theatre</i></p>		
<p>4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</p>		
<p>4.2 Respond to a live performance with appropriate audience behavior</p>	X	X
<p><i>Derivation of Meaning from Works of Theatre</i></p>		
<p>4.3 Identify the message or moral of a work of theatre.</p>	X	X

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<p><u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u> Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p>	<p align="center">X</p>	<p align="center">X</p>
<p><i>Connections and Applications</i></p>		
<p>5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</p>	<p align="center">X</p>	<p align="center">X</p>
<p><i>Careers and Career-Related Skills</i></p>		
<p>5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</p>	<p align="center">X</p>	<p align="center">X</p>