

Harlan County Schools Curriculum Guide Arts and Humanities Grade 5

Time Frame	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit One</p> <p>Purposes of Music</p> <p>Two Weeks</p> <p><i>Purposes of the Arts is 15% of the test according to Test Blueprint</i></p>	<p>AH-05-3.1.1</p> <p>Students will describe or explain how music fulfills a variety of purposes. DOK 2</p> <p>Purposes of music (different roles of music)</p> <p>Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</p> <p>Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</p> <p>Artistic Expression - 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>How would our world be different if there were no music?</p> <p>Do all human beings have a natural desire for music?</p> <p>How does music make your life better?</p> <p>How is music the universal language?</p> <p>How does music help us create a memory?</p> <p>How is music a storyteller?</p> <p>Does is the idea of beauty reflected in music?</p> <p>In what ways have technological changes influenced artistic expression?</p> <p>Under what circumstances, if any, would it be appropriate to censor artistic expression?</p> <p>Which is more lasting, aesthetics or function?</p>	<p>2 Open Response</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p>	<p>Power Point on Musical Purposes</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Activities:</p> <ol style="list-style-type: none"> Copy notes into academic journals on Purposes of Music and put posters on wall with same information. Singing songs from Music Express, and textbooks and identifying purposes (referring to wall posters). Brainstorming lists of songs for each purpose. Partner posters—students selected a song of their choice and created a poster for the song/composition—identifying its purpose and listing details that described/explained how it fulfilled the identified purpose. Posters were presented to the class; revisions, omissions, additions discussed. (students used songs for which they knew the purpose or selected one from the Spotlight on Music Text (esp. Celebration section) and Music Express magazines. Review terms with game. Give MC Test with Open Response "Purposes of Music." <p>Arts and Humanities Student Handbook p49</p> <p>*Spring: Another ORQ and comprehensive MC test including purposes of music.</p>

		What do you think Henry David Thoreau means when he says, "When I hear music, I fear no danger, I am invulnerable, I see no foe. I am related to the earliest times, and to the latest?"		
Unit Two Purposes of Dance One Week	AH-05-3.2.1 Students will describe or explain how dance fulfills a variety of purposes. DOK 2 Purposes of dance: (different roles of dance) Ceremonial – dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship) Recreational – dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) Artistic Expression – 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)	How has dance evolved through time? How can dance pass on tradition and culture? How is dance a language? How and what can we communicate through dance? What impact does culture and society have on the role of dance in that culture or society?	1 Open Response Dance with a Purpose 1  C:\Documents and Settings\jlee\My Docu Dance with a Purpose ORQ 2  C:\Documents and Settings\jlee\My Docu Purposes of Dance Sample Answers  C:\Documents and Settings\jlee\My Docu Multiple Choice	Activities: <ol style="list-style-type: none"> Core Content terms with definitions/examples in academic journals and on wall posters. Viewed and performed the Zuni Harvest Dance, Goin' to To Boston, and Little Johnny Brown (Dance Toolkit) and discussed purposes (ceremonial and recreational). Discussed the purposes of other dances (Hokey Pokey, twist, square dance, rain dance, hunting dance, war dance, and ballet). Partner Posters---Students selected a dance of their choice, identified the purpose and gave details that described/explained how the dance fulfilled that purpose. Presented/discussed posters; reteaching as needed. Gave Open Response Item. *Spring---will review purposes, view except of ballet, and have students create an artistic dance for class that creates a mood or tells a story. (If time permits will have them describe (via OR) how a dance might convey an emotion or given situation). Include Dance purposes on comprehensive Music and Dance MC test. Arts and Humanities Student Handbook, p.65

<p>Unit Three</p> <p>Purposes of Drama</p> <p>One Week</p>	<p>AH-05-3.3.1 Students will describe or explain how drama/theatre fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of drama: (different roles of drama) <u>Sharing the human experience-</u> to express or communicate emotion, feelings, ideas, information through dramatic works (e.g. storytelling, role playing, narrative works) <u>Passing on tradition and culture-</u> to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends) <u>Recreational:</u> drama for entertainment (e.g., drama/theatre as a hobby) <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>What role has drama played in human history?</p> <p>Why have people from the earliest of times until now created drama?</p> <p>How does drama across time and place help people share the human experience?</p> <p>How does drama help pass on tradition and culture?</p> <p>What role does the audience play in a drama fulfilling its purpose?</p> <p>What did Shakespeare mean when he said that the purpose of theatre is, "To hold the mirror up to Nature"?</p>	<p>1 Open Response</p> <p>Multiple Choice</p>	<p>Students will copy drama terms and definitions in Arts and Humanities journals and provide a drama example for each purpose.</p> <p>Students will read, act-out, and create a variety of dramatic works created for each of the purposes.</p> <p>Arts and Humanities Student Handbook, p.94.</p>
<p>Unit Four</p> <p>Purposes of Visual Art</p> <p>One Week</p>	<p>AH-05-3.3.1 Students will describe or explain how drama/theatre fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of drama/theatre: (different roles of art) <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks) <u>Artistic expression</u> – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) <u>Narrative</u> – Artworks that tell stories, describe and illustrate experiences, or</p>	<p>In what ways do artists express what they think and feel?</p> <p>Who determines the meaning of art?</p> <p>How can a picture be worth a thousand words?</p> <p>What role has Visual Arts played in human history?</p> <p>Why do human beings</p>	<p>1 Open Response</p> <p>Multiple Choice</p>	<p>Art Prints: Arthur Dove, "Foghorns" Artistic Expression: Artwork to express and idea</p> <p>Ford Madox Brown, "The Last of England" Frederick Salmson Hugo, "The Gate Between Delby Narrative Purpose- Use the artwork as a springboard for integrating art and writing.</p> <p>Arts and Humanities Student Handbook, p. 113.</p>

	<p>communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings) <u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>	<p>create works of art?</p> <p>How does Visual Art help people across time and place share the human experience?</p> <p>How do the Visual Arts pass on the traditions and cultures of a particular group of people or a period of time?</p>		
<p>Unit Five</p> <p>Structures in Music</p> <p>Five weeks</p> <p><i>Structures in the Arts is 55% of the test according to test blueprint</i></p>	<p>AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.</p> <p style="text-align: right;">DOK 3</p> <p>Elements of music: <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <u>Tempo</u> - steady beat, slow, fast <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high notes vs. low notes (itches) <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) <u>Dynamics</u> - soft (<i>piano</i> - <i>p</i>), medium soft (<i>mezzo piano</i> - <i>mp</i>), medium loud (<i>mezzo forte</i> - <i>mf</i>), loud (<i>forte</i> - <i>f</i>)</p>	<p>How are the elements of music infinite?</p> <p>How can each musical composition that is created be unique when all use the same elements?</p> <p>What role does silence play in the creation of musical sound?</p> <p>How does an understanding of the elements of music increase the listener’s understanding and appreciation of the music?</p> <p>By what standards should a musical composition be determined a masterpiece? Who decides?</p>	<p>3 Open Response Questions</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Animal Character Sounds ORQ</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>In Perfect Form ORQ</p> <p>Multiple Choice</p> <p>Creating and performing opportunities</p> <p>Performance Event:</p>	<p> C:\Documents and Settings\jlee\My Doc</p> <p>Melody Lesson Plan</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Melody Jigsaw</p> <p>KET Music Toolkit</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. CC vocabulary and related symbols for each element in academic journals. 2. Rhythm—call and response rhythm claps with class, first w/o, then with, simple line notation; students create/notate and lead class in clapping rhythm pattern; Play patterns with rhythm instruments (Zig’s book & CD). 3. Using Music Express, call on students to identify and explain meaning of music symbols before/after singing/listening. 4. Teach students to play recorders and discuss notes, melodic contour/shape,

	<p>AH-05-1.1.2 <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>		<p>"Compose Yourself"  C:\Documents and Settings\jlee\My Doc</p> <p>Critique Presentations Response Journal</p>	<p>direction and intervals. (Played "America" for Veterans' Day program)</p> <ol style="list-style-type: none"> Partner Posters---Students choose a song form textbook Or Music Express and analyze each element. Give MC test; have them write missed items 5 times each. Give OR item on Elements of Music to analyze 3 elements of given composition. Review Timbre and watch "Peter and the Wolf." Have students discuss moods and personalities created in movies, TV shows, plays via music (timbre, dynamics, and tempos). Partner posters---Students choose a scene or character from a story; identify the mood/personality and explain how the music could be used to create the identified mood/personality. Give "Mood and Music" OR. <p>Arts and Humanities Student Handbook, p. 24. Arts and Humanities Teacher Resource Book, Chapter 2, p.17-28</p> <p>* Spring—Comprehensive MC Test; Additional OR</p>
<p>Unit 6 Structures in Dance Two Weeks</p>	<p>AH-05-1.2.1 Students will analyze or explain the use of elements of dance in a variety of dances. DOK 3</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 (individual and group shapes) <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <u>Force</u> – dance movements that use</p>	<p>How does an understanding of the elements of dance increase the audience understanding and appreciation of the dance?</p> <p>By what standards should a dance be determined a masterpiece? Who decides?</p> <p>How does a choreographer decide</p>	<p>1 Open Response Questions</p> <p>"Who Has Seen the Wind" ORQ  C:\Documents and Settings\jlee\My Doc</p> <p>Dance Elements  C:\Documents and Settings\jlee\My Doc</p>	<p><u>KET Dance Toolkit</u></p> <p>Activities:</p> <ol style="list-style-type: none"> CC vocabulary with definitions, symbols, and a summary statement. View Dance Sense Program #4 and follow with MC quiz. View Dances and describe elements. Groups perform a dance and describe its elements. Partner Poster—Students choose a dance, identify its purpose (review), and analyze its elements. Present to class (Students will correct/amend/omit as needed).

	<p>more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)</p> <p>Dance Form - call and response, AB, ABA, choreography</p> <p>AH-05-1.2.2 Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings. DOK 3</p>	<p>what movement best communicates a certain idea or emotion?</p>	<p>Making Dance</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p> <p>Presentation/Performance Task</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Dance Critique</p>  <p>C:\Documents and Settings\jlee\My Docu</p>	<p>6. MC Test on vocabulary; OR "Dance Elements" *Spring---include on comprehensive Music and Dance Test Possibly on Cultural OR to describe cultural dance elements.</p> <p>Arts and Humanities Student Handbook, p. 52. Arts and Humanities Teacher Resource Book, Chapter 3, p. 63-77.</p>
<p>Unit 7</p> <p>Structures in Drama</p> <p>Two Weeks</p>	<p>AH-05-1.3.1 Students will analyze or explain the use of elements of drama in dramatic works. DOK 3</p> <p>Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements:</u></p>	<p>How do elements of drama help increase understanding of the dramatic work?</p> <p>Is verbal or non-verbal communication the more powerful communicator?</p> <p>How do the technical and performance elements of drama help us "read between the lines"?</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p>	<p>KET Drama Toolkit appropriate activities and lesson plans.</p> <p>Study Guide Elements of Drama</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Students will view and critique a variety of dramatic works.</p> <p>Students will read and perform a variety of dramatic works.</p>

	<p>Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction</p> <p>Nonverbal expression – gestures, facial expression, movement</p> <p><i>AH-05-1.3.2</i> <i>Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization</i></p> <p><i>AH-05-1.3.3</i> <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>	<p>How does an understanding of the elements of drama increase the audience understanding and appreciation of the drama?</p> <p>By what standards should a dramatic work be determined a masterpiece? Who decides?</p>		<p>Arts and Humanities Student Handbook, p.73. Arts and Humanities Teacher Resource Book, Chapter Four, P. 93-127.</p>
<p>Unit 8</p> <p>Structures in Visual Arts</p> <p>Five Weeks</p>	<p>AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art.</p> <p style="text-align: right;">DOK 3</p> <p>Elements of art: Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes/groups (warm, cool, neutral - black, white, gray, sometimes brown/beige as earth tones)</p> <p>Principles of design:</p>	<p>What can the artist do that non-artist cannot?</p> <p>How do artists choose tools, techniques, and materials to express their ideas?</p> <p>What does the design of the art say about its creator?</p> <p>How do you know</p>	<p>3 Open Response Questions Making Art</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice Quiz</p>	 <p>C:\Documents and Settings\jlee\My Docu</p> <p>Art Prints: Charles Voysey, "Let Us Pray" Focus: Shape and Pattern Harmensz van Rijn Rembrandt, "A Woman Bathing in a Stream" (Integrate shape and dance)</p> <p>KET Visual Arts Toolkit appropriate activities</p>

	<p>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</p> <p>AH-05-1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p style="text-align: right;">DOK 2</p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks) <u>Two-dimensional</u>- crayon, pencil, paint, fabric, yarn, paper <u>Three-dimensional</u> - clay, papier-mâché</p> <p><u>Art processes:</u> <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping), collage <u>Three-dimensional</u> - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting) <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>	<p>when the creative process is complete?</p> <p>How can we “read” and understand a work of art?</p> <p>In what ways does the medium influence the message?</p> <p>How are the elements of art and the principles of design infinite?</p> <p>How can each work of art be unique when all use the same elements and principles?</p> <p>How do artists discover the tools and the media they use to create works of art?</p> <p>How is the subject of an artwork to an artist like the main character in a story to an author?</p> <p>How does an understanding of the elements of art and the principles of design increase the viewer’s understanding and appreciation of the artwork?</p> <p>By what standards should a work of art be determined a masterpiece? Who decides?</p>	 C:\Documents and Settings\jlee\My Docu Project Presentation Critique  C:\Documents and Settings\jlee\My Docu  C:\Documents and Settings\jlee\My Docu	<p>and lessons plans.</p> <p>Arts and Humanities Student Handbook, p. 107. Arts and Humanities Teacher Resource Book, Chapter 5, p. 145-167.</p> <p>National Arts Gallery for Kids http://www.nga.gov/kids/</p> <p>The Artist’s Toolkit http://www.artsconnected.org/toolkit/</p> <p><u>Art Prints</u> Collage: Georges Braque, “Musical Forms” (Integrated across arts disciplines) Sculpture: Pablo Picasso, “Woman Reading” Landscape: Clarence Gagnon, “Near Baie Saint-Paul” (Social Studies Integration) Georgia O’Keefe, “East River from the Shelton” (Social Studies integration) Portrait: Pablo Picasso, “Self-Portrait” Still Life: William Michael Harnett, “Old Models” Pablo Picasso, “Still Life” William Harnett, “My Gems”</p>
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<p>Unit 9</p> <p>The Arts of the West African Culture</p> <p>2 Weeks</p> <p><i>West Africa is one of the cultures required at 5th grade in the Humanities domain. Humanities is 30% of the test according to test blueprint.</i></p>	<p>AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: West African</p> <p>Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</p> <p>AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: West African</p> <p>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: West African (The use of storytelling, myths, legends, folktales in these cultures)</p>	<p>In what way do the arts of the West Africa reflect, as well as shape, its culture?</p> <p>What can we learn from studying the art of others?</p> <p>Why do artists from different times and places explore and express similar themes?</p> <p>What can we learn about the West African people by studying their various art forms?</p> <p>What is the relationship between their environment and West African art forms?</p> <p>What role do the arts play in the daily lives of the West Africans?</p>	<p>1 Open Response West African Dance</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p>	<p> C:\Documents and Settings\jlee\My Docu</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p>Students will participate in activities from the <u>West African Suitcase available for checkout from district office.</u></p> <p>Arts and Humanities Student Handbook, p.46,62,88-89,111.</p> <p>Arts and Humanities Teacher Resource Book, p.55,57, 41-44, 84-85, 133-134.</p> <p>Smithsonian, Global Sound http://www.smithsonianglobalsound.org/</p>
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	<p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: West African</p> <p>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</p>			<p>African Art Print: Jeffrey Ploskonka, "Fiber" "Fish and Clay Sculptures" "Pectoral Masks" "Ekpo Society Mask" "African Architecture" Eliot Elisofon, "African Art" "African Leopard Sculpture"</p>
<p>Unit Ten The Arts of the Native American Culture 1 Week</p>	<p>AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: Native American, Similarities and differences in the use of music) (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes; polyrhythm in West African music not in Native American</p> <p>AH-05-2.2.1 Students will describe or explain how</p>	<p>In what way do the arts of the Native America reflect, as well as shape, its culture?</p> <p>What can we learn from studying the art of others?</p> <p>Why do artists from different times and places explore and express similar themes?</p> <p>What can we learn about the Native American people by studying their various</p>	<p>1 Open Response Questions</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p> <p>Presentation</p>	 <p>C:\Documents and Settings\jlee\My Docu</p> <hr/>  <p>C:\Documents and Settings\jlee\My Docu</p> <hr/>  <p>C:\Documents and Settings\jlee\My Docu</p>

	<p>dance has been a part of cultures and periods throughout history. DOK 2</p> <p>Cultures: Native American, Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: Native American, (The use of storytelling, myths, legends, folktales in these cultures)</p> <p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: Native American, Native American includes period in North America before European settlement</p> <p>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</p>	<p>art forms?</p> <p>What is the relationship between their environment and Native American art?</p> <p>What role did the arts play in the daily lives of the Native Americans?</p>		 <p>C:\Documents and Settings\jlee\My Docu</p> <hr/> <p>Arts and Humanities Student Handbook, p.45,61,86-87,110.</p> <p>Arts and Humanities Teacher Resource Book, p.54, 83, 137-139.</p> <p>National Museum of the American Indian http://www.nmai.si.edu/</p> <p>Native American Technology and Art, Hollister Pottery Collection, Native American Designs. http://www.sanantonio.gov/LIBRARY/web/nativeamerican.asp?res=1024&ver=true</p> <p>Google Video www.Artsedge.kenned-center.org</p> <p>Art Prints: George Washakie, "Sun Dance Ceremony" Velino Shije Herrera, "Buffalo Hunt"</p>
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<p>Unit Eleven</p> <p>The Arts of Colonial America</p> <p>3 Weeks</p>	<p>AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history.</p> <p style="text-align: right;">DOK 2</p> <p>Periods: Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)</p> <p>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p> <p>AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history.</p> <p style="text-align: right;">DOK 2</p>	<p>In what way do the arts of the Colonial America reflect, as well as shape, its culture?</p> <p>What can we learn from studying the art of others?</p> <p>Why do artists from different times and places explore and express similar themes?</p> <p>What can we learn about the people of Colonial America by studying their various art forms?</p> <p>How do the arts of Colonial America help us better understand</p>	<p>2 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Project</p> <p>Critique</p> <p>Cultures of Dance ORQ</p>	<p>Arts and Humanities Student Handbook, p.44,60,84,109,</p> <p>Arts and Humanities Teacher Resource Book, p. 51, 78,131.</p> <p>Colonial Williamsburg Official Site http://www.history.org/</p>

	<p>Periods: Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)</p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history. DOK 2</p> <p>Periods: Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p> <p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2</p> <p>Periods: Colonial American European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>	<p>ourselves as Americans? Why is it important for you to know about the arts of Colonial America?</p> <p>How can the arts of Colonial America help Americans feel a sense of "place"?</p> <p>What is the relationship between their environment and Colonial American art forms?</p>	 C:\Documents and Settings\jlee\My Docu	<p><u>Art Prints:</u> Blanche Bolduc, "Cornhusking" Anonymous, "Patchwork Quilt" Gilbert Stuart, "George Washington" (Also connect to 1.4.2 "Portrait") Thomas Gainsborough, "Mr. and Mrs. Andrews" Missouri Jenkins, "Spring in New England"</p>
<p>Unit 12 The Arts of Appalachia 2 Weeks</p>	<p>AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history.</p>	<p>In what way do the arts of the Appalachia reflect, as well as shape, its culture? What can we learn</p>	<p>1 Open Response Questions Multiple Choice</p>	 C:\Documents and Settings\jlee\My Docu

	<p style="text-align: right;">DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>Similarities and differences in the use of music) (e.g., ceremonial purposes) and the use of elements of music among cultures) Appalachian – dulcimer, fiddle, banjo, guitar</p> <p>AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history.</p> <p style="text-align: right;">DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>Similarities and differences in the use of dance use of elements of dance among cultures</p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history.</p> <p style="text-align: right;">DOK 2</p> <p>Cultures: Traditional Appalachian (The use of storytelling, myths, legends, folktales in these cultures)</p> <p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history.</p> <p style="text-align: right;">DOK 2</p> <p>Cultures: Traditional Appalachian</p>	<p>from studying the art of others?</p> <p>Why do artists from different times and places explore and express similar themes?</p> <p>What can we learn about the Appalachian people by studying their various art forms?</p> <p>What is the relationship between their environment and Appalachian art forms?</p> <p>What role did the arts play in the daily lives of the early Appalachian settlers?</p>	<p>Presentation</p> <p>Critique</p>	<p> C:\Documents and Settings\jlee\My Docu</p> <p>See Appalachian Music Unit in KET Music Toolkit for additional resources.</p> <p>Arts and Humanities Student Handbook, p.47,63,90112.</p> <p>Arts and Humanities Teacher Resource Book, p. 58, 87-88.</p> <p>www.thirteen.org/freetodance</p>
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	Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)			
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