# Harlan County Schools Curriculum Guide
Arts and Humanities Grade 5

## Time Frame
### Unit One
### Purposes of Music
### Two Weeks

**Purposes of the Arts is 15% of the test according to Test Blueprint**

<table>
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<tr>
<th>Time Frame</th>
<th>Core Content and Implied Skills (Unpack the standards)</th>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Activities and Resources</th>
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<tbody>
<tr>
<td><strong>AH-05-3.1.1</strong></td>
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</tbody>
</table>
Students will describe or explain how music fulfills a variety of purposes. | How would our world be different if there were no music? | 2 Open Response | Power Point on Musical Purposes |
| DOK 2 | Do all human beings have a natural desire for music? | C:\Documents and Settings\jlee\My Doc. | C:\Documents and Settings\jlee\My Doc. | C:\Documents and Settings\jlee\My Doc. |
| Purposes of music (different roles of music) |
Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) | How does music make your life better? | Multiple Choice | **Activities:**  |
| 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) | How is music the universal language? | | 1. Copy notes into academic journals on Purposes of Music and put posters on wall with same information. |
| 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) | How does music help us create a memory? | | 2. Singing songs from Music Express, and textbooks and identifying purposes (referring to wall posters). |
| | How is music a storyteller? | | 3. Brainstorming lists of songs for each purpose. |
| | Does is the idea of beauty reflected in music? | | 4. 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. |
| | In what ways have technological changes influenced artistic expression? | | 5. Review terms with game. |
| | Under what circumstances, if any, would it be appropriate to censor artistic expression? | | 6. Give MC Test with Open Response “Purposes of Music.” |
| | Which is more lasting, aesthetics or function? | | Arts and Humanities Student Handbook p49 |

*Spring: Another ORQ and comprehensive MC test including purposes of music.*
### Unit Two

#### Purposes of Dance

**One Week**

<table>
<thead>
<tr>
<th>AH-05-3.2.1</th>
<th>Students will describe or explain how dance fulfills a variety of purposes. <strong>DOK 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purposes of dance: (different roles of dance)</strong></td>
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</tr>
<tr>
<td>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)</td>
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</tr>
<tr>
<td>Recreational – dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

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?"

| 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? | |

#### Activities:

1. Core Content terms with definitions/examples in academic journals and on wall posters.
2. 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).
3. Partner Posters---Students selected a dance of their choice, identified the purpose and gave details that described/explained how the dance fulfilled that purpose.
4. Presented/discussed posters; reteaching as needed.
5. 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
<table>
<thead>
<tr>
<th>Unit Three</th>
<th>AH-05-3.3.1</th>
<th>Students will describe or explain how drama/theatre fulfills a variety of purposes.</th>
<th>What role has drama played in human history?</th>
<th>Students will copy drama terms and definitions in Arts and Humanities journals and provide a drama example for each purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes of Drama One Week</td>
<td></td>
<td>Purposes of drama: (different roles of drama)</td>
<td>Why have people from the earliest of times until now created drama?</td>
<td>Students will read, act-out, and create a variety of dramatic works created for each of the purposes.</td>
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<tr>
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<td></td>
<td>Sharing the human experience- to express or communicate emotion, feelings, ideas, information through dramatic works (e.g. storytelling, role playing, narrative works)</td>
<td>How does drama across time and place help people share the human experience?</td>
<td>Arts and Humanities Student Handbook, p.94.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passing on tradition and culture- to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</td>
<td>How does drama help pass on tradition and culture?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Recreational: drama for entertainment (e.g., drama/theatre as a hobby)</td>
<td>What role does the audience play in a drama fulfilling its purpose?</td>
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<tr>
<td></td>
<td></td>
<td>Artistic Expression - 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)</td>
<td>What did Shakespeare mean when he said that the purpose of theatre is, “To hold the mirror up to Nature”?</td>
<td></td>
</tr>
<tr>
<td>Unit Four</td>
<td>AH-05-3.3.1</td>
<td>Students will describe or explain how drama/theatre fulfills a variety of purposes.</td>
<td>In what ways do artists express what they think and feel?</td>
<td>Art Prints:</td>
</tr>
<tr>
<td>Purposes of Visual Art One Week</td>
<td></td>
<td>Purposes of drama/theatre: (different roles of art)</td>
<td>Who determines the meaning of art?</td>
<td>Arthur Dove, “Foghorns”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ceremonial – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)</td>
<td>How can a picture be worth a thousand words?</td>
<td>Artistic Expression: Artwork to express and idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Artistic expression – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</td>
<td>What role has Visual Arts played in human history?</td>
<td>Frederick Salamon Hugo, “The Gate Between Delby Narrative Purpose- Use the artwork as a springboard for integrating art and writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrative – Artworks that tell stories, describe and illustrate experiences, or</td>
<td>Why do human beings</td>
<td>Arts and Humanities Student Handbook, p. 113.</td>
</tr>
</tbody>
</table>
**Unit Five**

**Structures in Music**

*Five weeks*

*Structures in the Arts is 55% of the test according to test blueprint*

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<table>
<thead>
<tr>
<th>AH-05-1.1.1</th>
<th>Students will analyze or explain the use of elements of music in a variety of music.</th>
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<tbody>
<tr>
<td><strong>DOK 3</strong></td>
<td>How are the elements of music infinite?</td>
</tr>
<tr>
<td></td>
<td>How can each musical composition that is created be unique when all use the same elements?</td>
</tr>
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<td></td>
<td>What role does silence play in the creation of musical sound?</td>
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<td>How does an understanding of the elements of music increase the listener’s understanding and appreciation of the music?</td>
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<td>By what standards should a musical composition be determined a masterpiece? Who decides?</td>
</tr>
</tbody>
</table>

**Melody Lesson Plan**

- **Animal Character Sounds ORQ**
  - Multiple Choice
  - In Perfect Form ORQ
  - Performance Event:

**KET Music Toolkit**

**Activities:**

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,
### Unit 6
**Structures in Dance**
**Two Weeks**

| AH-05-1.2.1 | **DOK 3**
| Students will analyze or explain the use of elements of dance in a variety of dances. |

**Elements of dance:**
- **Space** – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)
- **Time (tempo)** – dance movements that follow a steady beat or move faster or slower
- **Force** – dance movements that use

| “Compose Yourself” | *Spring—Comprehensive MC Test; Additional OR*
| C:\Documents and Settings\jlee\My Doc. | **KET Dance Toolkit**

**Activities:**
1. CC vocabulary with definitions, symbols, and a summary statement.
2. View Dance Sense Program #4 and follow with MC quiz.
3. View Dances and describe elements.
4. Groups perform a dance and describe its elements.
5. Partner Poster—Students choose a dance, identify its purpose (review), and analyze its elements. Present to class (Students will correct/amend/omit as needed).
<table>
<thead>
<tr>
<th>Unit 7 Structures in Drama Two Weeks</th>
<th>more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)</th>
<th>what movement best communicates a certain idea or emotion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
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</tr>
</tbody>
</table>

**DANCE FORM** - call and response, AB, ABA, choreography

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

**Making Dance**
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**Multiple Choice**

**Presentation/Performance Task**
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**Dance Critique**
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**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.

Arts and Humanities Student Handbook, p. 52. Arts and Humanities Teacher Resource Book, Chapter 3, p. 63-77.

<table>
<thead>
<tr>
<th>AH-05-1.3.1 Students will analyze or explain the use of elements of drama in dramatic works. DOK 3</th>
<th>How do elements of drama help increase understanding of the dramatic work? Is verbal or non-verbal communication the more powerful communicator? How do the technical and performance elements of drama help us “read between the lines”?</th>
</tr>
</thead>
</table>
| **Elements of drama:**
  **Literary elements** – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict
  **Technical elements** – Scenery (set), Costumes, Props, Sound and Music, Make-up
  **Performance elements:** |
| **1 Open Response Questions**

**Multiple Choice**

**Presentation Critique**
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**KET Drama Toolkit** appropriate activities and lesson plans.

**Study Guide Elements of Drama**
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Students will view and critique a variety of dramatic works.

Students will read and perform a variety of dramatic works.
<table>
<thead>
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<th><strong>Unit 8</strong></th>
<th><strong>Structures in Visual Arts</strong></th>
<th><strong>Five Weeks</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>AH-05-1.4.1</strong> Students will analyze or explain the use of elements of art and principles of design in works of art. <strong>DOK 3</strong></td>
<td><strong>Elements of art:</strong> 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)</td>
<td><strong>3 Open Response Questions Making Art</strong></td>
</tr>
<tr>
<td><strong>Principles of design:</strong></td>
<td></td>
<td><strong>Multiple Choice Quiz</strong></td>
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<td></td>
<td><strong>KET Visual Arts Toolkit</strong> appropriate activities</td>
</tr>
</tbody>
</table>

- **AH-05-1.3.2**
  Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.

- **AH-05-1.3.3**
  Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).

- **How does an understanding of the elements of drama increase the audience understanding and appreciation of the drama?**
- **By what standards should a dramatic work be determined a masterpiece? Who decides?**

**Arts and Humanities Student Handbook, p.73. Arts and Humanities Teacher Resource Book, Chapter Four, P. 93-127.**
Organization of visual compositions:
Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)

AH-05-1.4.2
Students will identify or describe how an artist uses various media and processes.

Media (plural) / medium (singular): (used to produce artworks)
Two-dimensional - crayon, pencil, paint, fabric, yarn, paper
Three-dimensional - clay, papier-mâché

Art processes:
Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping), collage
Three-dimensional - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)

Subject matter: (e.g. landscape, portrait, still life)

when the creative process is complete?

How can we “read” and understand a work of art?

In what ways does the medium influence the message?

How are the elements of art and the principles of design infinite?

How can each work of art be unique when all use the same elements and principles?

How do artists discover the tools and the media they use to create works of art?

How is the subject of an artwork to an artist like the main character in a story to an author?

How does an understanding of the elements of art and the principles of design increase the viewer’s understanding and appreciation of the artwork?

By what standards should a work of art be determined a masterpiece? Who decides?

Project
Presentation
Critique

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Art Prints
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”
Pablo Picasso, “Still Life”
William Harnett, “My Gems”

and lessons plans.

Arts and Humanities Student Handbook, p. 107.

National Arts Gallery for Kids
http://www.nga.gov/kids/

The Artist’s Toolkit
http://www.artsconnected.org/toolkit/

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<th>Unit 9</th>
<th>The Arts of the West African Culture</th>
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<tbody>
<tr>
<td>2 Weeks</td>
<td>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.</td>
</tr>
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</table>

**AH-05-2.1.1**  
Students will describe or explain how **music** has been a part of cultures and periods throughout history.  
**DOK 2**  
**Cultures:**  
**West African**

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

**AH-05-2.2.1**  
Students will describe or explain how **dance** has been a part of cultures and periods throughout history.  
**DOK 2**  
**Cultures:**  
**West African**

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

**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**  
**Cultures:**  
**West African**  
(The use of storytelling, myths, legends, folktales in these cultures)

<table>
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<th>1 Open Response</th>
<th>West African Dance</th>
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<tr>
<th>Multiple Choice</th>
<th>Presentation Critique</th>
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<table>
<thead>
<tr>
<th>Students will participate in activities from the West African Suitcase available for checkout from district office.</th>
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</thead>
</table>

**Arts and Humanities Student Handbook**, p.46,62,88-89,111.  
**Arts and Humanities Teacher Resource Book**, p.55,57, 41-44, 84-85, 133-134.  
**Smithsonian, Global Sound**  
<table>
<thead>
<tr>
<th>Unit Ten</th>
<th>The Arts of the Native American Culture</th>
<th>AH-05-2.1.1</th>
<th>Students will describe or explain how <strong>music</strong> has been a part of cultures and periods throughout history. <strong>DOK 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultures:</td>
<td>Native American, <strong>Similarities and differences in the use of music</strong> (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)</td>
<td>In what way do the arts of the Native America reflect, as well as shape, its culture? <strong>DOK 2</strong></td>
<td></td>
</tr>
<tr>
<td>AH-05-2.2.1</td>
<td>Students will describe or explain how <strong>visual art</strong> has been a part of cultures and time periods throughout history.</td>
<td>What can we learn from studying the art of others?</td>
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<td>Why do artists from different times and places explore and express similar themes?</td>
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<td>What can we learn about the Native American people by studying their various</td>
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<td><strong>1 Open Response Questions</strong></td>
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<td><strong>Multiple Choice Presentation</strong></td>
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</table>
dance has been a part of cultures and periods throughout history.  

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

AH-05-2.3.1  
Students will describe or explain how dance has been a part of cultures and time periods throughout history.  

Cultures:  
- Native American,  
  (The use of storytelling, myths, legends, folktales in these cultures)

AH-05-2.4.1  
Students will describe or explain how visual art has been a part of cultures and time periods throughout history.  

Cultures:  
- Native American,  
  Native American includes period in North America before European settlement  
  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)

What is the relationship between their environment and Native American art?  
What role did the arts play in the daily lives of the Native Americans?

Arts and Humanities Student Handbook,  
p.45,61,66-87,110.

Arts and Humanities Teacher Resource Book, p.54, 83, 137-139.

National Museum of the American Indian  
http://www.nmai.si.edu/

Native American Technology and Art, Hollister Pottery Collection, Native American Designs.  
http://www.sanantonio.gov/LIBRARY/web/nativeamerican.asp?res=1024&ver=true

Google Video  
www.Artsedge.kenned-center.org

Art Prints:  
George Washakie, “Sun Dance Ceremony”  
Velino Shihe Herrera, “Buffalo Hunt”
### Unit Eleven
The Arts of Colonial America

#### 3 Weeks

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>AH-05-2.1.1</td>
<td><strong>Students will describe or explain how</strong>&lt;br&gt;<strong>music</strong> <strong>has been a part of cultures and periods throughout history.</strong>&lt;br&gt;&lt;br&gt;<strong>Periods:</strong>&lt;br&gt;Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)&lt;br&gt;&lt;br&gt;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.)&lt;br&gt;&lt;br&gt;AH-05-2.2.1 <strong>Students will describe or explain how</strong>&lt;br&gt;<strong>dance</strong> <strong>has been a part of cultures and periods throughout history.</strong>&lt;br&gt;&lt;br&gt;<strong>DOK 2</strong></td>
</tr>
<tr>
<td>AH-05-2.1.1</td>
<td>In what way do the arts of the Colonial America reflect, as well as shape, its culture?&lt;br&gt;&lt;br&gt;What can we learn from studying the art of others?&lt;br&gt;&lt;br&gt;Why do artists from different times and places explore and express similar themes?&lt;br&gt;&lt;br&gt;What can we learn about the people of Colonial America by studying their various art forms?&lt;br&gt;&lt;br&gt;How do the arts of Colonial America help us better understand cultures of the world?&lt;br&gt;&lt;br&gt;<strong>2 Open Response Questions</strong>&lt;br&gt;&lt;br&gt;<strong>Multiple Choice</strong>&lt;br&gt;&lt;br&gt;<strong>Presentation</strong>&lt;br&gt;&lt;br&gt;<strong>Project</strong>&lt;br&gt;&lt;br&gt;<strong>Critique</strong></td>
</tr>
<tr>
<td>AH-05-2.2.1</td>
<td>Arts and Humanities Student Handbook, p.44,60,84,109,&lt;br&gt;&lt;br&gt;Arts and Humanities Teacher Resource Book, p. 51, 78,131.&lt;br&gt;&lt;br&gt;Colonial Williamsburg Official Site <a href="http://www.history.org/">http://www.history.org/</a></td>
</tr>
</tbody>
</table>
Periods:
Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)

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

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.)

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

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.)

DOK 2

Art Prints:
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”

Unit 12
The Arts of Appalachia
2 Weeks

AH-05-2.1.1
Students will describe or explain how music has been a part of cultures and periods throughout history.

In what way do the arts of the Appalachia reflect, as well as shape, its culture?
What can we learn

1 Open Response Questions
Multiple Choice

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| Cultures: Traditional Appalachian | DOK 2 from studying the art of others? Why do artists from different times and places explore and express similar themes? What can we learn about the Appalachian people by studying their various art forms? What is the relationship between their environment and Appalachian art forms? What role did the arts play in the daily lives of the early Appalachian settlers? |
|--------------------------------|--------------------------------|-------------------------------------------------|-----------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 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 | AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history. | DOK 2 | 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 | 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 | Presentation Critique |

See Appalachian Music Unit in KET Music Toolkit for additional resources.

Arts and Humanities Student Handbook, p.47,63,90112.
Arts and Humanities Teacher Resource Book, p. 58, 87-88.

[www.thirteen.org/freetodance](http://www.thirteen.org/freetodance)
| 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) |  |  |  |