




Harlan County Schools Curriculum Guide Arts and Humanities Grade 7





| Time Frame | Core Content and Implied Skills (Unpack the standards) | Essential Questions | Assessments | Activities and Resources |
|---|--|---|---|--|
| <p>Unit One</p> <p>Purposes of the Arts</p> <p>Two Weeks</p> <p>Purposes of the Arts</p> <p><i>Purposes of the Arts is weighted at 10% of the 8th grade test according to Test Blueprint</i></p> | <p>AH-07-3.1.1 Students will compare or explain how music fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of music: (different roles of music) <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) <u>Recreational</u> - 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) <u>Artistic Expression</u> - 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>AH-07-3.2.1 Students will compare or explain how dance fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of dance: (different roles of dance) <u>Ceremonial</u> - 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) <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance,</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>1 Open Response Question</p> <p>Multiple Choice</p> <p>Purpose of Dance ORQ:</p>  <p>C:\Documents and Settings\jlee\Local Se</p> <p>Dance Purposes ORQ:</p> | <p>Students record terms and definitions in Arts and Humanities Journals.</p> <p>Students listen to examples of music, read works of drama, and view dance and visual arts created for a variety of purposes.</p> <p>Students Choose a purpose in each of the art forms and created a work of art to express that purpose.</p> <p>Students choose a work of art from each domain (music, dance, drama, visual arts) from today's culture and identify its purpose.</p> |

| | | | | |
|--|---|--|---|--|
| <p><i>Spiral Purposes of Art Content into all Subsequent lessons where appropriate</i></p> | <p>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)</p> <p>Purposes of Drama/Theatre: (different roles of drama) Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions) Passing on tradition and culture - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) Recreational - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) Artistic expression - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</p> <p>AH-07-3.4.1 Students will compare or explain how art fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of Art: (different roles of art) Ceremonial - ritual, celebration, artworks created to support worship ceremonies Artistic expression - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify</p> | <p>How has dance evolved through time?</p> <p>How can dance pass on tradition and culture?</p> <p>How is dance a language?</p> <p>How and what can we communicate through dance?</p> <p>What impact does culture and society have on the role of dance in that culture or society?</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</p> |  <p>C:\Documents and Settings\jlee\My Docu</p> | |
|--|---|--|---|--|






| | | | | |
|--|---|--|---|---------------------------------|
| | <p>objects)</p> <p><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</p> <p><u>Functional</u> - artistic objects used in everyday life</p> <p><u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p> | <p>that the purpose of theatre is, "To hold the mirror up to Nature"?</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 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 Two</p> <p>Structures in Visual Arts</p> <p>Two Weeks</p> | <p>AH-07-1.4.1</p> <p>Students will compare or evaluate works of art using elements of art and principles of design.</p> <p style="text-align: right;">DOK 3</p> <p><u>Elements of art:</u></p> <p>Line, Shape, Color properties (hue,</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</p> | <p>2 Open Response Questions</p> <p>Multiple Choice</p> <p>Projects</p> <p>Critique</p> | <p><u>Art Prints</u></p> |




| | | | | |
|--|--|--|--|--|
| <p><i>Structures in the Arts is weighted at 45% of the 8th grade test according to the Test Blueprint</i></p> | <p>value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u> Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p>AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.</p> <p style="text-align: right;">DOK 3</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks) <u>Two-dimensional</u> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel <u>Three-dimensional</u> - clay, papier-mâché, found objects (assemblages)</p> <p><u>Art Processes:</u> <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking <u>Three-dimensional</u> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> | <p>of the art say about its creator?</p> <p>How do you know 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>Unit Three</p> <p>Structures in Music</p> <p>Two Weeks</p> | <p>AH-07-1.1.1 Students will compare or evaluate the use of elements in a variety of music.</p> <p>DOK 3</p> <p>Elements of music: <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note) <u>Tempo</u> - Allegro, Moderato, Largo, Presto <u>Melody</u> - melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass) <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: <i>pp, p, mp, mf, f, ff, <, ></i></p> <p><i>AH-07-1.1.2</i> <i>Students will identify instruments according to classifications.</i> <i>Family - brass, woodwind, string, percussion</i> <i>Voices - soprano, alto, tenor, bass</i> <i>Folk - instruments used in folk music</i> <i>Orchestral - instruments used in contemporary orchestral settings</i></p> <p><i>AH-07-1.1.3</i> <i>Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</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>2 Open Response Questions</p> <p>Multiple Choice</p> <p>Guided Listening</p> <p>Projects</p> <p>Presentations</p> <p>Critiques</p> | <p>Teacher Background Information on Musical Form:</p>  <p>C:\Documents and Settings\jlee\My Docu</p> |

| | | | | |
|---|---|--|---|---|
| <p>Unit Four</p> <p>Structures in Dance</p> <p>Two Weeks</p> | <p>AH-07-1.2.1</p> <p>Students will compare or evaluate the use of elements in a variety of dances.</p> <p style="text-align: right;">DOK 3</p> <p>Elements of dance:</p> <p>Space - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)</p> <p>Focus - audience (where viewer's eye is drawn), dancer (single focus -looking in the direction of movement, multi focus – changing head/eye focus during movements)</p> <p>Size - use of big/small size in a given space, or range of motion</p> <p>Time (Tempo) - accent, rhythmic pattern, duration</p> <p>Force - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p> <p>Choreographic Forms -AB, ABA, call and response, narrative</p> <p><i>AH-07-1.2.2</i></p> <p><i>Students will compare and contrast dances by: comparing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.</i></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 what movement best communicates a certain idea or emotion?</p> | <p>2 Open Response Questions</p> <p>Dance Elements ORQ- Comparison</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p>Dance Elements ORQ- Analysis</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p>Dance Elements: Choreograph a Dance ORQ</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> | <p> C:\Documents and Settings\jlee\My Docu</p> <p><u>Dance Elements Chart</u></p> |
| <p>Unit Five</p> <p>Structures in Drama</p> <p>Two</p> | <p>AH-07-1.3.1</p> <p>Students will compare or evaluate the use of elements of drama in dramatic works.</p> <p style="text-align: right;">DOK 3</p> | <p>How do elements of drama help increase understanding of the dramatic work?</p> <p>Is verbal or non-verbal</p> | <p>2 Open Response Questions</p> <p>Multiple Choice</p> | |


| | | | | |
|---|--|---|--|---|
| <p>Weeks</p> | <p>Elements of drama: Literary elements – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy Technical elements - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design Performance elements - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</p> <p><i>AH-07-1.3.2 Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p> <p><i>AH-07-1.3.3 Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</i></p> <p><i>AH-07-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium).</i></p> | <p>communication the more powerful communicator?</p> <p>How do the technical and performance elements of drama help us “read between the lines”?</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>Project</p> <p>Presentation</p> <p>Critique</p> | |
| <p>REVIEW</p> <p>One Week</p> | <p>REVIEW all art purposes and structures</p> | | <p>REVIEW</p> | <p>Jeopardy, Bingo, Power Point Presentations, etc</p> |

| | | | | |
|---|---|---|---|--|
| <p>Unit Six</p> <p>Ancient Arts</p> <p>Six Weeks</p> <p><i>Humanity in the Arts is weighted at 45%</i></p> | <p>AH-07-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.</p> <p style="text-align: right;">DOK 3</p> <p>Periods: Classical Greece – Presents the universal ideal of beauty through logic, order, reason and moderation. (Pythagorean – music theory based on mathematical logic</p> <p>Medieval – Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p> <p>AH-07-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p>DOK 3 Medieval – Appeals to the emotions and stresses the importance of religion (e.g., development and history of tarantella)</p> <p>AH-08-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p>DOK 3 Periods: Classical Greece and Rome – Presents the universal ideal of beauty through logic, order, reason and moderation. (Development and characteristics of Ancient Greek theatre and the continuation of Greek stories and styles in the Roman theatre)</p> | <p>How Does the Harmonic Structure of Music Compare to Mathematical Structures?</p> <p>How Do The Texts Of Songs Express a Belief or Value Of The Time?</p> <p>Is The Music Reflective Of Those Values And Beliefs Apart From The Text?</p> <p>Does Music Have Intrinsic Value?</p> <p>Are there Universal Themes in Music That Transcend Time and Place?</p> <p>How Does Music Reflect The Events Of Everyday Life?</p> <p>Does Geographic Location Influence The Development of Music?</p> <p>How Does Availability of Instruments Determine What Music Style Of Music Is Composed?</p> | <p>Open Response</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> | <p>Objectives and Essential Questions Page:</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Greek Poster/Handout:</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Background Information on Greek Music</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Tarantella</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Power Point Presentation on the Greek Theatre:</p> <p> C:\Documents and Settings\jlee\My Doc</p> |
|---|---|---|---|--|

| | | | | |
|--|---|---|--|--|
| | <p>Medieval – Appeals to the emotions and stresses the importance of religion. (Morality plays - characters are personification of good and evil in a struggle for man’s soul)</p> <p>AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p style="text-align: right;">DOK 3</p> <p>Periods:</p> <p>Classical Greece – Presents the universal ideal of beauty through logic, order, reason and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery)</p> <p>Ancient Rome – Continuation of Classical Greek traditions in the arts, advancement of architecture (Pantheon, Coliseum, arch, vault, dome)</p> <p>Ancient Egypt – Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality</p> <p>Medieval – Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of Roman techniques)</p> | <p>Parthenon ORQ</p>  <p>C:\Documents and Settings\jlee\My Doc</p> <p>Discus Thrower ORQ</p>  <p>C:\Documents and Settings\jlee\My Doc</p> <p>Pyramid ORQ</p>  <p>C:\Documents and Settings\jlee\My Doc</p> | | |
|--|---|---|--|--|

| | | | | |
|--|---|--|---|--|
| | | | | |
| <p>Unit Eight</p> <p>Review Asian Arts</p> <p>Two Weeks</p> | <p>AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music.</p> <p>DOK 3 Asian – Isolation of culture or region results in a unique musical tradition(e.g., unique and distinctive sounds of traditional Asian music and instruments, e.g., Japanese koto, Indian sitar)</p> <p>AH-06-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3 Asian – Isolation of culture or region results in a unique dance tradition (e.g., classical dance forms from India - bharata natyam, kathak)</p> <p>AH-06-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre. DOK 3 Cultures: Bunraku (also called Banraku) - Japanese puppet theatre (Historical development and characteristics - developed as an art by late 1600s, characteristics of music, storytelling and sophisticated puppeteering)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are</p> | | <p>Open Response</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> | |

| | | | | |
|---|--|--|--|--|
| | <p>reflected in visual arts. DOK 3</p> <p>Asian – China (the evolution of ceramics)</p> | | | |
| <p>Unit Nine</p> <p>Review Latin American Arts</p> <p>Two Weeks</p> | <p>AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3</p> <p>Latin American –</p> <p>Blending of cultural traditions can create new traditions reflecting multiple cultures</p> <p>Latin American characteristics reflected in music of United States (e.g., clave rhythm, the popularity of Latin musical styles, such as samba, salsa, cha-cha, etc.,) in the U.S.</p> <p>Spanish influence on Mexican music (e.g., Mexican use of traditional Spanish musical instruments)</p> <p>AH-06-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3</p> <p>Latin American –</p> <p>Blending of cultural traditions can create new traditions</p> <p>Latin American dance characteristics reflected in American dance (e.g., clave rhythm, samba, salsa, cha-cha, Tango)</p> <p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts. DOK 3</p> | | <p>Open Response</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> | |

| | | | | |
|---------------|---|--|--|---|
| | Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists) | | | |
| REVIEW | CUMULATIVE REVIEW | | | Cumulative Power Point Review  C:\Documents and Settings\jlee\My Doc. |