

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

“Building a Better Future for Every Child - Every Day!”

Summer 2014

Subject Content: Arts and Humanities Grade 9-12

Based on Program Review, a performance unit should to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to the performance unit are given as suggestions for sequence but the content needs to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
<p style="text-align: center;">Unit/Topic Structures in the Arts: Elements of Music</p> <p>Kentucky Core Academic Standards Big Idea: Structure in the Arts Music Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods. Academic Expectations 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.14 Students make sense of ideas and communicate ideas with music. 2.23 Students analyze their own and others' artistic products and performances using accepted standards</p> <p>CORE CONTENT 4.1 ELEMENTS AH-HS-1.1.1 Students will analyze or evaluate the use of elements of music in musical compositions.</p> <p>(Incorporates prior knowledge about elements from primary through 8th grade) Elements of music: Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative, movements of the classical symphony - four movements in typical sequence: movement 1-fast dramatic movement, movement 2-lyrical slow movement, movement 3-a dance-like movement [e.g., minuet or scherzo], movement 4-a brilliant or heroic fast movement), Timbre, Harmony, Tempo, Dynamics</p>	<p style="text-align: center;">Unit/Topic Structures in the Arts: Visual Art</p> <p>KCAS Big Idea: Structure in the Arts Visual Arts Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods. Academic Expectations 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 2.23 Students analyze their own and others' artistic products and performances using accepted standards. Core Content 4.1 AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. Elements of art: Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, two-point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory - primary, secondary, intermediate hues, intensity - brightness and dullness, color schemes/groups - triadic, complementary, analogous) Principles of design: Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks.</p>

			<p><u>Media (plural)/Medium (singular)</u> <u>Two-dimensional:</u> paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art <u>Three-dimensional:</u> clay, wood, glass, metal, stone, plaster Art processes: <u>Two-dimensional:</u> drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photography <u>Three-dimensional:</u> textiles, fiber art (e.g., constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture <u>Subject matter:</u> representational (e.g., landscape, portrait, still life), nonrepresentational (e.g., abstract, non-objective)</p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sub-Topics Rhythm Melody Dynamics	Sub-Topics Harmony Tempo Timbre	Sub-Topics Form	Sub-Topics Elements of Art	Sub-Topics Principles of Design	Sub-Topics Visual Art Genres
<p>I CAN STATEMENTS: I can use appropriate terminology to analyze and evaluate the use of elements in a variety of musical compositions (rhythm, melody, dynamics)</p> <p>I can apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others.</p> <p>I can listen to and analyze how changing different elements results in different musical effects.</p>	<p>I CAN STATEMENTS: I can use appropriate terminology to analyze and evaluate the use of elements in a variety of musical compositions (tempo, harmony, timbre)</p> <p>I can apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others.</p> <p>I can listen to and analyze how changing different elements results in different musical effects.</p>	<p>I CAN STATEMENTS: I can listen to and analyze how changing different elements results in different musical effects.</p> <p>I can recognize, describe, and compare various musical forms (rondo, theme and variation, opera, overture, aria, recitative, movements of classical symphony).</p>	<p>I CAN STATEMENTS: I can use appropriate terminology to analyze and evaluate the use of elements of art (line, shape, form, texture, color) in a variety of visual artworks.</p> <p>I can expressively use the elements of art in creating artworks.</p> <p>I can analyze and evaluate the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) in a variety of two and three dimensional artworks</p>	<p>I CAN STATEMENTS: I can use appropriate terminology to analyze and evaluate the use of principles of design (e.g., emphasis, pattern, balance, contrast) in a variety of visual artworks.</p> <p>I can expressively use the principles of design in creating artworks.</p> <p>I can analyze and evaluate the use of principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and three dimensional artworks.</p>	<p>I CAN STATEMENTS: I can identify and use a variety of subject matter in viewing and creating visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, nonobjective)</p> <p>I can apply organizational structures and evaluate what makes them effective or not effective in communicating ideas.</p>

<p>Critical Vocabulary Rhythm Melody Dynamics</p>	<p>Critical Vocabulary Harmony Tempo Timbre Form Theme and Variation Opera Aria Recitative Overture Movements of the Classical Symphony</p>	<p>Critical Vocabulary Harmony Tempo Timbre Form Rhythm Melody Dynamics</p>	<p>Critical Vocabulary Line Shape Texture Form Space Perspecti Value Tints Shades Color theory Primary/Secondary/ Intermediate Intensity Triadic Complementary Analogous</p>	<p>Critical Vocabulary Emphasis Pattern Balance Contrast Landscape Portrait Still Life Non-Representational (Abstract, nonobjective)</p>	<p>Critical Vocabulary Line Shape Form Texture Color Emphasis Pattern Balance Contrast Landscape Portrait Still Life Non-Representational (Abstract, nonobjective)</p>
<p>Suggested Strategies/ Activities Play and discuss Beethoven's 5th Symphony, Clap the rhythm, talk about crescendos used</p> <p>Use exemplars to discuss melody, major and minor keys, ABA form</p> <p>Play familiar songs to recognize the melody. Use different harmony to change the mood.</p> <p>Create an instrument like a shaker and use flash cards to change dynamic levels.</p> <p>Use sfskids.org to practice musical concepts as a large group.</p> <p>Use worksheets to show how rhythmic concepts are closely related to mathematical relationships.</p>	<p>Suggested Strategies/ Activities Play and discuss Appalachian Spring- Aaron Copland- Theme and Variation</p> <p>Use sfskids.org to show how harmony works (major, minor, diminished)</p> <p>Use instruments of different families to discuss timbre. Also could use Benjamin Britten's Young Person's Guide to the Orchestra (available on YouTube)</p> <p>Try walking around the room in different tempo markings using a metronome.</p> <p>Show example instruments from different instrumental families and discuss how each sounds unique. Also describe the characteristics of brass, wood winds, strings, and percussion.</p>	<p>Suggested Strategies/ Activities Critique a musical performance using the structures</p> <p>Discuss how at least three of the structures are used in two contrasting musical examples.</p> <p>Create a concept for a musical soundtrack for an even such as the Kentucky derby. Describe the tempo, dynamics, instruments used in the piece. (Open response)</p> <p>Bring school musicians into the class to demonstrate the structures</p> <p>Field trip to concerts</p> <p>Compose music using Finale Notepad</p>	<p>Suggested Strategies/ Activities</p> <ul style="list-style-type: none"> • Watch Gerald Brommer's Elements of Design and Principles of Design videos, do some of the activities as suggested in videos • Show posters, slides or electronic images of artwork using different subject matter – have students determine which subject matter BEST fits each artwork • Find examples of each art media and process (can use textbooks or Internet) • Create a color wheel of at least 12 colors. If paint is available, mix all colors from three primary colors. • Create a one or two point perspective drawing, based on video from you tube (technology) 	<p>Suggested Strategies/ Activities Create a poster or powerpoint on the elements of art and/or the principles of design</p> <p>Critique a piece of art work using the structures</p> <p>Show posters, slides or electronic images of artwork using different subject matter – have students determine which subject matter BEST fits each artwork</p>	<p>Suggested Strategies/ Activities Create a color wheel</p> <ul style="list-style-type: none"> • Create a monochromatic painting using different values <p>Create artwork using different subject matter (portrait, still life, landscape, abstract, non-objective) using a variety of art processes (2D and 3D processes)</p>

<p>Examples of Formative:</p> <p style="text-align: center;">Balanced Assessment:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p> <p style="text-align: center;">Essential Questions/Content</p> <ol style="list-style-type: none"> 1. What is rhythm? 2. What is melody? 3. What is form? 4. What is an aria? 5. What is an overture? 6. What are the musical forms of opera? 7. What are the movements of a classical symphony? 8. What is Timbre? 9. What is Harmony? 10. What is Tempo? 11. What is Dynamics? 	<p>Examples of Formative:</p> <p style="text-align: center;">Balanced Assessment:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p> <p style="text-align: center;">Essential Questions</p> <ol style="list-style-type: none"> 1. What are the elements of art? 2. What are the principles of art? 3. What are the different types of perspectives? 4. What is media? 5. What is two-dimensional art? 6. What is three dimensional art? 7. What are landscapes? 8. What are portraits? 9. What is still life? 10. What are the different mediums used in two dimensional art forms? 11. What are the different mediums used in three dimensional art forms? 12. What is color theory? 13. What are the primary colors? 14. What are the secondary colors? 15. How does a critic analyze or evaluate artworks?
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • KET Music Toolkit • www.sfskids.org • www.teoria.net • <i>Eva media powerpoints</i> • <i>Suggested texts:</i> • <i>Understanding Music by Yudkin</i> • <i>Arts and Humanities: the student handbook</i> • <i>Ready to Read Music (Alfred)</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>Arts & Humanities: The Student Handbook</i> • www.evamedia.com • KET Visual Arts Toolkit • <i>Discovering Art History</i>, Davis Publications • <i>Art in Focus</i>, Glencoe McGraw-Hill • <i>Gardner's Art Through the Ages</i>, Wadsworth Publishing • <i>The Annotated Mona Lisa</i> by Carol Strickland and John Boswell • <i>The Annotated Arch</i> by Carol Strickland • Encyclomedia • Artcyclopedia website: www.artcyclopedia.com • Crystal Productions: color wheel, posters, timeline, artist series • Gerald Brommer's Elements of Design and Principles of Design videos • Mark Harden's Artchive: http://www.artchive.com/ • Webmuseum: http://www.ibiblio.org/wm/ • Great Buildings Online: www.greatbuildings.com

Weeks 7-9	Weeks 10-12
Unit/Topic Structures in the Arts: Elements of Dance	Unit/Topic Structures in the Arts: Elements of Drama

Kentucky Core Academic Standards

Big Idea: Structure in the Arts Dance

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

Academic Expectations

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.15 Students make sense of and communicate ideas with movement.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

CORE CONTENT 4.1

AH-HS-1.2.1 Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.

- Elements: Space, Time, Force
- Choreographic Forms: Theme and Variations, Rondo, Narrative
- Styles: (characteristics of)
- Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (*actual terms not to be assessed*), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances
- Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps)
- Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (*actual terms not to be assessed*), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance
- Modern – freedom in movement, English/French/new words to describe movements (*actual terms not to be assessed*), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography

AH-HS-1.2.2

Students will describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.

NO GAPS

Kentucky Core Academic Standards

Big Idea: Structure in the Arts Drama/Theatre

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

Academic Expectations

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

CORE CONTENT 4.1

AH-HS-1.3.1

Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works.

(Incorporates prior knowledge about elements from primary through 8th grade)

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, 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)

NO GAPS

CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Sub-Topic Elements of Dance	Sub-Topic Choreographic Forms	Sub-Topic Dance Styles	Sub-Topic Literary Elements	Sub-Topic Technical Elements	Sub-Topic Performance Elements
<p>I CAN STATEMENTS: I can use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)</p> <p>I can apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift).</p>	<p>I CAN STATEMENTS: I can analyze and evaluate the use of choreographic forms in dance (theme and variation, rondo, narrative).</p>	<p>I CAN STATEMENTS: I can analyze and describe how themes in dances and styles of dance communicate ideas and feelings.</p> <p>I can identify and explain characteristics of dance styles (ballet, tap, jazz, modern).</p>	<p>I CAN STATEMENTS: I can use the elements of drama to expressively create and perform dramatic works.</p> <p>I can use print and non-print sources to explore and evaluate a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media).</p> <p>I can use appropriate terminology to analyze and evaluate the use of elements of drama in a variety of dramatic works.</p>	<p>I CAN STATEMENTS: I can explain how technical elements (staging, scenery, props, costumes, make-up, lighting, sound) create mood, believable characters and advance the message being communicated.</p> <p>I can describe and analyze the relationships between and among music, costumes, lighting, props/ scenery and choreography.</p> <p>I can use appropriate terminology to analyze and evaluate the use of elements of drama in a variety of dramatic works</p>	<p>I CAN STATEMENTS: I can use the elements of drama to expressively create and perform dramatic works.</p> <p>I can explain how performance elements (acting, speaking, nonverbal expression) create mood, believable characters and advance the message being communicated.</p> <p>I can use appropriate terminology to analyze and evaluate the use of elements of drama in a variety of dramatic works.</p> <p>I can use the elements of drama to expressively create and perform dramatic works.</p>

<p>Critical Vocabulary</p> <p>Space Level Shape Pathways Size Accent Locomotor Non-locomotor Time Duration Force Weight Focus Tempo Phrase</p>	<p>Critical Vocabulary</p> <p>Theme and Variation Rondo Narrative Improvisation Ballet Ballerina Barre The corps Danseur Jete Plié Relever Souter Pointe shoes Tap Jazz Modern</p>	<p>Critical Vocabulary</p> <p>Choreography Improvisation Movement Vocabulary</p>	<p>Critical Vocabulary</p> <p>Script exposition rising action climax or turning point falling action resolution Suspense Theme Setting Language word choice/style dialect Monologue Dialogue Empathy Discovery</p>	<p>Critical Vocabulary</p> <p>Scenery Sound Lights Make-up Props Costumes Design</p>	<p>Critical Vocabulary</p> <p>Speaking breath control projection vocal expression diction Nonverbal expression gestures body alignment facial expression character blocking movement stage directions</p>
<p>STRATEGIES & ACTIVITIES</p> <p>View and discuss the following videos:</p> <ul style="list-style-type: none"> • Dancing series, esp. Court Dance • History of Dance videos: Dancetime • King & I • Strictly Ballroom • Shall We Dance • Dancing with the Stars (abc.com) <p>Critique a dance performance using the structures.</p>	<p>STRATEGIES & ACTIVITIES</p> <ul style="list-style-type: none"> • Stomp Out Loud from HBO • Seven Brides for Seven Brothers (Lonesome Polecat Scene) <p>Critique a dance performance using the structures.</p> <ul style="list-style-type: none"> • Show Martha Graham: In Performance Centerstage • Turning Point Riverdance <p>Critique a dance performance using the structures.</p>	<p>STRATEGIES & ACTIVITIES</p> <p>Create a dance or movement sequence in a specific style, purpose</p>	<p>STRATEGIES & ACTIVITIES</p> <ul style="list-style-type: none"> • West Side Story • A Doll's House (Anthony Hopkins) • Oedipus Rex • Greece: Time-Life video • Hamlet videos (Mel Gibson, Kenneth Branagh, Simpsons) • Raiders of the Lost Ark (first 12 minutes) For introducing plot summary: <p>Critique a play using the structures.</p>	<p>STRATEGIES & ACTIVITIES</p> <ul style="list-style-type: none"> • Broadway musicals • Elements of Theatre video Phantom of the Opera (silent movie for melodrama), compare/contrast with 2004 version, growth in technology <p>Students create a technical plan for a performance (makeup, costume, lighting, sound, sets)</p>	<p>STRATEGIES & ACTIVITIES</p> <p>Students will perform scenes from plays for the class</p> <p>Students will learn about various careers in the arts</p>

Balanced Assessment:

Examples of Formative:

- Bellringers
- Exit Slips
- Learning Checks

Examples of Summative:

- Multiple Choice
- On Demand
- Research Project

Common: will be posted on district website

Essential questions

1. What is dance?
2. What is time?
3. What is Force?
4. What are the elements of dance?
5. What is space?
6. What is a narrative dance?
7. How is variation used in dance?
8. What are the basic positions of ballet?
9. How did the French monarchy contribute to the world of dance?
10. What is a choreographer?
11. What is tap?
12. What is ballet?
13. What is modern dance?
14. What is jazz?
15. What is the difference between Irish step dance and African steps?
16. What are social dances?
17. What is improvisation?
18. How do costumes, sets, props, lighting and choreography work together?

RESOURCES NEEDED:

- KET Dance Toolkit
- Dance Sense videos
- *Arts & Humanities: The Student Handbook*
- Encyclomedia
- Multicultural Dance Toolkit (videos and book)
- *History of the Dance in Art and Education* by Richard Kraus, Sarah Hilsendager, and Brenda Dixon

Balanced Assessment:

Examples of Formative:

- Bellringers
- Exit Slips
- Learning Checks

Examples of Summative:

- Multiple Choice
- On Demand
- Research Project

Common: will be posted on district website

Essential Questions

1. What are the literary elements of drama?
2. What is a monologue?
3. What is a dialogue?
4. What is empathy?
5. Why is empathy important to drama?
6. What are the technical elements of drama?
7. Why is nonverbal expression important in drama and theatre?
8. What are stage directions?
9. Why is language important to drama?
10. What are the different levels of dramatic works?

RESOURCES NEEDED:

- *Arts & Humanities: The Student Handbook*
- www.evamedia.com
- KET Drama Toolkit
- Encyclomedia
- *The Stage and the School*, Glencoe McGraw-Hill
- *Theatre: Art in Action*, National Textbook Co.

Weeks 13-15	Weeks 16-18
Unit/Topic Humanity in the Arts: Renaissance and Baroque	Unit/Topic PERFORMANCE EVENTS & PROCESSES IN THE ARTS

Kentucky Core Academic Standards

Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

Academic Expectations

- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes

CORE CONTENT 4.1

AH-HS-2.1.1 (MUSIC), AH-HS-2.2.1 (DANCE), AH-HS-2.3.1 (DRAMA), AH-HS-2.4.1 (VISUAL ART)

Students will analyze or evaluate how factors such as time, place and ideas are reflected in the arts.

Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)

Court dances

Leonardo da Vinci, Michelangelo, architecture : the arch, vault, dome, principles of stress and counter stress, atrium-style houses

Kabuki Theatre, Commedia dell' arte, Shakespeare and Elizabethan theatre

Baroque (Bach and the fugue, Handel and oratorio, development of ballet, Louis XIV

Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro)

NO GAPS

CORE CONTENT 4.1

Music

AH-HS-4.1.1 Students will create and notate music.

AH-HS-4.1.2 Students will improvise rhythmic and/or melodic embellishments and variations on given melodies.

AH-HS-4.1.3 Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice).

AH-HS-4.1.4 Students will identify skills and training necessary for a variety of careers related to music.

Visual Arts

AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.

AH-HS-4.4.2 Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.

AH-HS-4.4.3 Students will identify skills and training necessary for a variety of careers in visual arts.

Dance

AH-HS-4.2.1 Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.

AH-HS-4.2.2 Students will demonstrate appropriate alignment, strength and flexibility while performing dance movement.

AH-HS-4.2.3 Students will perform dances utilizing various forms. (choreographic forms: theme and variation, rondo, narrative)

AH-HS-4.2.4 Students will perform social, recreational and artistic dances from various historical periods and cultures.

AH-HS-4.2.5 Students will identify skills and training for a variety of careers related to dance.

Drama

AH-HS-4.3. Students will create and perform using elements of drama. (Literary - script writing, Technical - designing and directing, Performance- acting)

AH-HS-4.3.2 Students will identify skills and training necessary for a variety of careers related to drama.

NO GAPS

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<p>Sub-Topics Distinguishing Characteristics, composers, writers, artists, dancers of the Renaissance</p>	<p>Sub-Topics Important characteristics, Composers, Writers, Artists, Dancers from the Baroque</p>	<p>Sub-Topics How Time, Place, Culture are reflected in existing works from the Renaissance and Baroque</p>	<p>Sub-Topics Creating and Performing</p>	<p>Sub-Topics Creating and Performing</p>	<p>Sub-Topics Responding</p>
<p>I CAN STATEMENTS: I can describe, analyze and evaluate distinguishing characteristics of music, dance, drama, and art representing the Renaissance and Baroque.</p> <p>I can listen to, perform and classify music representing the Renaissance and Baroque.</p> <p>I can observe, classify and perform dance and dramatic works representing the Renaissance and Baroque.</p> <p>I can observe, classify and create visual art according to styles and processes used in the Renaissance and Baroque.</p>	<p>I CAN STATEMENTS: I can use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from the Renaissance and Baroque.</p> <p>I can use print and non-print sources to explore, describe and interpret universal themes, characterization and situations in artworks from the Renaissance and Baroque.</p>	<p>I CAN STATEMENTS: I can examine music, dance, drama, and art from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how music has directly influenced society or culture in the Renaissance and Baroque.</p> <p>I can examine music, dance, drama, and art from Renaissance and Baroque and explain how the influence of time and place are reflected in the work.</p>	<p>I CAN STATEMENTS: I can be actively involved in creating, improvising and performing in the arts (music, dance, drama, visual art)</p>	<p>I CAN STATEMENTS: I can be actively involved in creating, improvising and performing in the arts (music, dance, drama, visual art)</p>	<p>I CAN STATEMENTS: I can use knowledge of elements of the arts to critique and describe my own artwork and performances and the work of others.</p>

<p>Critical Vocabulary Antiphonal Polyphony Plainchant Court Dance Kabuki Dance Fugue Improvisation Oratorio. Opera Ballet Landscape. Still Life Chorale. Passion Cantata. Concerto Commedia dell'arte Arch. Vault. Dome Principles of stress and counter stress atrium-style houses</p>	<p>Critical Vocabulary Palestrina Josquin Da Vinci Michelangelo Shakespeare Bach Handel Vivaldi Caravaggio Rembrandt Louis XIV</p>	<p>Critical Vocabulary Protestant Reformation Counter Reformation</p>	<p>Critical Vocabulary N/A</p>		
<p>STRATEGIES & ACTIVITIES Listen to Missa Papae Marcelli – Gloria-Palestrina Compare historical notes on English Reformation and German Reformation and how music was affected (Thomas Tallis, Martin Luther) Palestrina and the Counter Reformation - Listen to Pope Marcellus Mass Discuss Palace of Versailles • Baroque Chair Activity (create an embellished chair in Baroque style) from KET toolkit</p>	<p>STRATEGIES & ACTIVITIES View Whose Line is it Anyway? (commedia dell-arte) Shakespeare and Elizabethan Theatre: Shakespeare in Love• Variety of Shakespeare video productions• Compare and Contrast typical plot structure and characters of commedia dell'arte and Romeo and Juliet Baroque• Well Tempered Clavier -J.S. Bach• KET Music Toolkit Video on Hallelujah Chorus – Handel, with lecture and explanation from Dr. Jeff Johnson, UK</p>	<p>STRATEGIES & ACTIVITIES Leonardo: A&E Biography, United Streaming, Inventions website, Sanford website (sfumato) Michelangelo: The Agony and the Ecstasy, A&E Biography, comparison of David's by Michelangelo, Donatello & Bernini Masters of Illusion (DVD) Rembrandt: use colored pencils to create a portrait which shows chiaroscuro Caravaggio: create an image which uses dramatic lighting as in Caravaggio's work</p>	<p>STRATEGIES & ACTIVITIES Performances Improvisations Plays Musical Performance Reviews Painting/Drawing</p>	<p>STRATEGIES & ACTIVITIES Performances Improvisations Plays Musical Performance Reviews Painting/Drawing</p>	<p>STRATEGIES & ACTIVITIES Evaluate/critique a student production</p>

<p style="text-align: center;">Balanced Assessment:</p> <p>Examples of Formative:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p>	<p style="text-align: center;">Balanced Assessment:</p> <p>Examples of Formative:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p>
<p>RESOURCES NEEDED:</p> <p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit Introduction to Music - Eileen O'Brien</p>	<p>RESOURCES NEEDED:</p> <p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit</p>

Weeks 19-21	Weeks 22-24
<p align="center">Unit/Topic Humanity in the Arts: Classical</p>	<p align="center">Unit/Topic Humanity in the Arts: Romantic/Realism/Impressionism</p>
<p align="center">Kentucky Core Academic Standards</p> <p>Big Idea: Humanity in the Arts The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p> <p>Academic Expectations 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes</p> <p>CORE CONTENT 4.1 AH-HS-2.1.1 (MUSIC), AH-HS-2.3.1 (DRAMA), AH-HS-2.4.1 (VISUAL ART)</p> <p>Students will analyze or evaluate how factors such as time, place and ideas are reflected in the arts.</p> <p>Classical (Mozart & Haydn - true classical style, Beethoven - transition from Classical to Romantic)</p> <p>Neo-Classicism/“Classical” (satire)</p> <p>Neo-Classical (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson –Neo-Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States)</p> <p align="center">NO GAPS</p>	<p align="center">Kentucky Core Academic Standards</p> <p>Big Idea: Humanity in the Arts The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p> <p>Academic Expectations 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes</p> <p>CORE CONTENT 4.1 AH-HS-2.1.1 (MUSIC), AH-HS-2.2.1 (DANCE), AH-HS-2.3.1 (DRAMA),AH-HS-2.4.1 (VISUAL ART)</p> <p>Romantic: Tchaikovsky - influence on ballet, Wagner - influence on opera, Golden Age of ballet, melodrama, John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society</p> <p>Realism - Henrik Ibsen, George Bernard Shaw, Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism</p> <p>Impressionism/Post-Impressionism, Debussy, Ravel - symbolism in music, Claude Monet - tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work)</p> <p align="center">NO GAPS</p>

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Sub-Topics Distinguishing Characteristics of the Arts in the Classical era.	Sub-Topics Important Composers, Writers, Artists, Dancers from the Classical era.	Sub-Topics How Time, Place, Culture are reflected in existing works from the Classical era.	Sub-Topics Distinguishing Characteristics of the Arts in the Romantic era.	Sub-Topics Important Composers, Writers, Artists, Dancers from the Romantic era.	Sub-Topics How Time, Place, Culture are reflected in existing works from the Romantic Era.
<p>I CAN STATEMENTS: I can describe, analyze and evaluate distinguishing characteristics of music, dance, drama, and art representing the Classical era.</p> <p>I can listen to, perform and classify music representing the Classical era.</p> <p>I can observe, classify and perform dance and dramatic works representing the Classical era.</p> <p>I can observe, classify and create visual art according to styles and processes used in the Classical era.</p>	<p>I CAN STATEMENTS: I can use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from the Classical era.</p> <p>I can use print and non-print sources to explore, describe and interpret universal themes, characterization and situations in artworks from the Classical era.</p>	<p>I CAN STATEMENTS: I can examine music, dance, drama, and art from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how music has directly influenced society or culture in the Classical era.</p> <p>I can examine music, dance, drama, and art from the Classical era and explain how the influence of time and place are reflected in the music</p>	<p>I CAN STATEMENTS: I can describe, analyze and evaluate distinguishing characteristics of music, dance, drama, and art representing the Romantic era.</p> <p>I can listen to, perform and classify music representing the Romantic era.</p> <p>I can observe, classify and perform dance and dramatic works representing the Romantic era.</p> <p>I can observe, classify and create visual art according to styles and processes used in the Romantic era.</p>	<p>I CAN STATEMENTS: I can use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from the Romantic era.</p> <p>I can use print and non-print sources to explore, describe and interpret universal themes, characterization and situations in artworks from the Romantic era.</p>	<p>I CAN STATEMENTS: I can examine music, dance, drama, and art from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how music has directly influenced society or culture in the Romantic era.</p> <p>I can examine music, dance, drama, and art from Romantic era and explain how the influence of time and place are reflected in the music</p>
Critical Vocabulary Sonata Form Symphony String Quartets	Critical Vocabulary Moliere Satire Neo-Classical Architecture	Critical Vocabulary Political Revolutions connections to Music, Art, Drama	Critical Vocabulary Leitmotiv Music drama Impressionism Wagner, Tchaikovsky	Critical Vocabulary Melodrama Realism Industrialization	Critical Vocabulary Nationalism Polonaise Hungarian Rhapsody

<p>STRATEGIES & ACTIVITIES Neo Classicism/Classical Piano Concerto no.22 in E-Flat, Third Movement- Mozart • Beethoven's 5th Symphony</p>	<p>STRATEGIES & ACTIVITIES Watch selections from Amadeus movie Discuss "banned" plays such as Figaro</p>	<p>STRATEGIES & ACTIVITIES How musicians/artists became self-employed, using Mozart and Beethoven as examples</p>	<p>STRATEGIES & ACTIVITIES Romanticism Ride of the Valkyries – Wagner Swan Lake – Tchaikovsky Impressionism/Post Impressionism Bolero – Ravel La Mer -Debussy</p>	<p>STRATEGIES & ACTIVITIES Read Pygmalion or watch "My Fair Lady" and analyze the themes of the play by Shaw</p>	<p>STRATEGIES & ACTIVITIES Describe how the industrial revolution influenced mass production of musical instruments and sheet music Analyze how music became patriotic or national in style (Liszt, Chopin, Mussorgsky)</p>
<p>Balanced Assessment: Examples of Formative: Bellringers Exit Slips Learning Checks Examples of Summative: Multiple Choice On Demand Research Project Common: will be posted on district website</p>			<p>Balanced Assessment: Examples of Formative: Bellringers Exit Slips Learning Checks Examples of Summative: Multiple Choice On Demand Research Project Common: will be posted on district website</p>		
<p>RESOURCES NEEDED: Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit Introduction to Music - Eileen O'Brien</p>			<p>RESOURCES NEEDED: Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit Introduction to Music - Eileen O'Brien</p>		

Weeks 25-27	Weeks 28-30
<p>Unit/Topic Humanity in the Arts: Contemporary Period Kentucky Core Academic Standards Big Idea: Humanity in the Arts The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p> <p>Academic Expectations 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes</p> <p>CORE CONTENT 4.1 AH-HS-2.1.1 (MUSIC), AH-HS-2.2.1 (DANCE), AH-HS-2.3.1 (DRAMA), AH-HS-2.4.1 (VISUAL ART)</p> <p>Modern Music: Stravinsky - influence on Russian ballet Contemporary: music being composed today Modern American music consists of diverse musical styles (e.g., Latin and Caribbean influences in American music); many emerged from a blending of distinct musical styles:</p> <p>Gershwin - jazz in classical musical forms, Copland - integrated national American idioms into his music, Ellington - led and shaped jazz styles in American music Other styles are rooted in American culture (e.g., folk, popular, country, blues)</p> <p>Modern Dance (Fokine – the revitalization and 20th century prominence of Russian ballet, Balanchine, Baryshnikov)</p> <p>Popular dance (includes Early American dance, folk and social dance, [e.g., square dance, swing, waltz]) Martha Graham - abandoning traditional steps of ballet, portrayed characters in woman's viewpoint)</p> <p>Modern dance (important figures include: Alvin Ailey - acclaimed African American choreographer, incorporation of traditional African roots, African-American themes,</p>	<p>Unit/Topic Interrelationships in the Arts/Purposes in the Arts Kentucky Core Academic Standards Big Idea: Purposes for Creating the Arts The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.</p> <p>Academic Expectations 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. 1.13 Students make sense of ideas and communicate ideas with the visual arts. 1.14 Students make sense of ideas and communicate ideas with music. 1.15 Students make sense of and communicate ideas with movement. 2.22 Students create works of art and make presentations to convey a point of view. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p>INTERRELATIONSHIPS IN THE ARTS</p> <p>AH-HS-5.5.1 Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy). AH-HS-5.5.2 Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed in another art form (e.g. dance).</p> <p>PURPOSES IN THE ARTS MUSIC AH-HS-3.1.1</p> <p>Students will explain how music fulfills a variety of purposes. 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>

American Culture:
American playwrights' role with realism in theatre (Tennessee Williams, Arthur Miller)
Modern & Contemporary (impact of technology on drama/theatre, the development of American musical theatre)

Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple styles including cubism)

Modern & Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O'Keeffe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience)

NO GAPS

DANCE

AH-HS-3.2.1

Students will explain how dance fulfills a variety of purposes.

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)

DRAMA/THEATRE

AH-HS-3.3.1

Students will explain how drama/theatre fulfills a variety of purposes.

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)

VISUAL ARTS

AH-HS-3.4.1

Students will explain how art fulfills a variety of purposes.

Purposes of visual arts: (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 objects)

Narrative - artworks that tell stories, describe and illustrate experiences, or communicate information, art to document important or historical events (e.g., Lange's photography of the Depression era)

Functional - artistic objects used in everyday life (e.g., pottery, quilts, baskets, etc.)

Persuasive - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)

NO GAPS

CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p>Sub-Topics Distinguishing Characteristics of the Arts in Contemporary Period.</p>	<p>Sub-Topics Important Composers, Writers, Artists, Dancers from the Contemporary Period.</p>	<p>Sub-Topics How Time, Place, Culture are reflected in existing works from the Contemporary Period.</p>	<p>Sub-Topics Common Terms in Music</p> <p>Ideas and Emotions Expressed/Communicated through the Arts</p> <p>Arts and Science/Math/History</p>	<p>Sub-Topics Purposes for Music and Dance</p>	<p>Sub-Topics Purposes for Drama and Visual Art</p>
<p>I CAN STATEMENTS: I can describe, analyze and evaluate distinguishing characteristics of music, dance, drama, and art representing the Contemporary Period.</p> <p>I can listen to, perform and classify music representing the Contemporary Period.</p> <p>I can observe, classify and perform dance and dramatic works representing the Contemporary Period.</p> <p>I can observe, classify and create visual art according to styles and processes used in the Contemporary Period.</p>	<p>I CAN STATEMENTS: I can use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from the Contemporary Period.</p> <p>I can use print and non-print sources to explore, describe and interpret universal themes, characterization and situations in artworks from the Contemporary Period.</p>	<p>I CAN STATEMENTS: I can examine music, dance, drama, and art from various world cultures and explain how music reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how music has directly influenced society or culture in the Contemporary Period.</p> <p>I can examine music, dance, drama, and art from the Contemporary Period and explain how the influence of time and place are reflected in the music.</p>	<p>I CAN STATEMENTS: I can analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</p> <p>I can interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</p> <p>I can communicate common meaning through creating and performing in the arts</p> <p>I can explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing</p>	<p>I CAN STATEMENTS: I can compare, interpret and explain purposes for which music, dance, is created to fulfill (recreational, narrative, functional).</p> <p>I can create new, listen to, choose and perform music, dance to fulfill a variety of specific purposes.</p>	<p>I CAN STATEMENTS: I can compare, interpret and explain purposes for which drama, visual art is created to fulfill (recreational, narrative, functional).</p> <p>I can create new, choose experience artworks created to fulfill a variety of specific purposes.</p>

<p>Critical Vocabulary Jazz Ragtime Folk Blues</p>	<p>Critical Vocabulary Balanchine Baryshnikov Folk Dance Social Dance</p>	<p>Critical Vocabulary Tap Dance Musical Theatre Surrealism Cubism Pop Art Frank Lloyd Wright Photography of the Depression Era</p>	<p>Critical Vocabulary Tempo Space Dynamics Rhythm Form (music, dance, art) Texture (music & art) Color/Tone Color Line (art & dance) Shape (art & dance) Emphasis (all) Pattern (all) Movement (all) Harmony Unity Contrast/Variety Balance/Symmetry</p>		
<p>Suggested Strategies/ Activities Modern and Contemporary Rite of Spring - Stravinsky Lincoln Portrait - Aaron Copland</p>	<p>Suggested Strategies/ Activities Watch Dances by Martha Graham, Alvin Ailey Watch Dancing with the Stars (ballroom dance styles) – important steps for each dance</p>	<p>Suggested Strategies/ Activities View art/architecture by F.L. Wright, Dorothea Lange, Jacob Lawrence, discuss various ways that history is reflected in the artwork</p>	<p>Suggested Strategies/Activities Review terms from multiple art forms Discuss the similarities between Realism: Everyday life, lower/working class in drama and art Impressionism: Monet and Debussy Post-Impressionism: Sunday in the Park with George (musical theatre) select scenes- not appropriate content shown in entirety Modern: Stravinsky & Picasso Discuss the similarities between New styles in music, art Humanism in various art forms Divine proportion Motion, movement in sculpture & music Embellishment in architecture & music ABA structure of music compared to symmetrical architecture Chopin and George Sand Tchaikovsky and ballet Jackson Pollock & Tennessee Williams Musical Theatre</p>	<p>Suggested Strategies/ Activities View and discuss the following performances and videos: •Live performances (e.g. Ballet, Salsa Dancers, Ballroom) Listen to and discuss the following musical examples: Ceremonial • Gospel • Wedding March • Pomp and Circumstance Recreational • Polka music Disco music • Waltzes</p>	<p>Suggested Strategies/ Activities View and /or read and discuss the following plays or movies: Sharing the human experience: Clash of the Titans Of Mice and Men The Miracle Worker The Crucible I'm Not Rappaport A Doll's House Passing on tradition and culture A Reason in the Sun Rainmaker The Song Catcher Fences Steel Magnolias Color Purple Recreational Spiderman James Bond movies</p>

<p style="text-align: center;">Balanced Assessment:</p> <p>Examples of Formative:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p>	<p style="text-align: center;">Balanced Assessment:</p> <p>Examples of Formative:</p> <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> <p>Examples of Summative:</p> <p style="text-align: center;">Multiple Choice On Demand Research Project</p> <p>Common: will be posted on district website</p> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. How has drama influenced social change? 2. How has drama communicated universal themes? 3. How has drama passed on information to society? 4. How has drama shown recreational purposes? 5. How has drama shown artistic purposes? 6. Why does man create music? 7. How does music entertain society? 8. How does music serve a recreational purpose? 9. How does music serve a ceremonial purpose? 10. What are ceremonial dances? 11. Why do we have ceremonial dances? 12. What are recreational dances? 13. How do we perform recreational dances? 14. What dances show artistic expression? 15. What is the ceremonial purpose for visual art? 16. What is the purpose of artistic expression in visual art? 17. How can visual art be viewed as a narrative? 18. How can visual art be used in a functional setting? 19. How can visual art be used persuasively?
<p>Resources Needed</p> <p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com</p>	<p>Resources Needed</p> <p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com</p>

Weeks 31-33

Unit/Topic

PERFORMANCE EVENTS & PROCESSES IN THE ARTS

Kentucky Core Academic Standards

Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

Academic Expectations

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

2.22 Students create works of art and make presentations to convey a point of view.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

CORE CONTENT 4.1

AH-HS-4.1.1 Students will create and notate music.

AH-HS-4.1.2 Students will improvise rhythmic and/or melodic embellishments and variations on given melodies.

AH-HS-4.1.3 Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice).

AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.

AH-HS-4.4.2 Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.

AH-HS-4.2.1 Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.

AH-HS-4.2.2 Students will demonstrate appropriate alignment, strength and flexibility while performing dance movement.

AH-HS-4.2.3 Students will perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative)

AH-HS-4.2.4 Students will perform social, recreational and artistic dances from various historical periods and cultures.

AH-HS-4.3. Students will create and perform using elements of drama. (Literary - script writing, Technical - designing and directing, Performance- acting)

Weeks 34-36

Unit/Topic

REVIEW/EXAM

CORE CONTENT 4.1

AH-HS-4.3.2 Students will identify skills and training necessary for a variety of careers related to drama. AH-HS-4.1.4 Students will identify skills and training necessary for a variety of careers related to music. AH-HS-4.4.3 Students will identify skills and training necessary for a variety of careers in visual arts AH-HS-4.2.5 Students will identify skills and training for a variety of careers related to dance.					
NO GAPS			NO GAPS		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Sub-Topics Creating and Performing	Sub-Topics Creating and Performing	Sub-Topics Responding	Review all Elements/ Processes	Review All historical periods	Cumulative EXAM
I CAN STATEMENTS: I can be actively involved in creating, improvising and performing in the arts (music, dance, drama, visual art)	I CAN STATEMENTS: I can be actively involved in creating, improvising and performing in the arts (music, dance, drama, visual art)	I CAN STATEMENTS: I can use knowledge of elements of the arts to critique and describe my own artwork and performances and the work of others.	I CAN STATEMENTS: I can identify and describe the elements of music, art, dance, drama.	I CAN STATEMENTS: I can identify and explain the characteristics and important people, works, from each time period.	
Critical Vocabulary N/A	Critical Vocabulary N/A	Critical Vocabulary N/A	Critical Vocabulary All Elements of the Arts	Critical Vocabulary Renaissance Baroque Neo-Classicism Romanticism Impressionism Realism Expressionism Modern/Contemporary	

<p>Suggested Strategies/Activities Performances Improvisations Plays Musical Performance Reviews Painting/Drawing</p>	<p>Suggested Strategies/Activities Teach Concert Audience Etiquette</p>	<p>Suggested Strategies/Activities Evaluate/critique a student production</p>	<p>Suggested Strategies/Activities Review previous test/quiz questions</p>	<p>Suggested Strategies/Activities Review previous test/quiz questions</p>
<p>Balanced Assessment: Examples of Formative: <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> Examples of Summative: <p style="text-align: center;">Multiple Choice On Demand Research Project</p> Common: will be posted on district website</p>			<p>Balanced Assessment: Examples of Formative: <p style="text-align: center;">Bellringers Exit Slips Learning Checks</p> Examples of Summative: <p style="text-align: center;">Multiple Choice On Demand Research Project</p> Common: will be posted on district website</p>	
<p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit Introduction to Music - Eileen O'Brien</p>			<p>Arts & Humanities: The Student Handbook www.evamedia.com KET Visual Art Toolkit Art in Focus, Glencoe McGraw-Hill Discovering Art History, Davis Publications KET Humanities through the Arts clip Encylomedia www.artarchive.com KET Drama Toolkit KET Music Toolkit Introduction to Music - Eileen O'Brien</p>	