

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Arts & Humanities Grade 4

Vocational Education

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Structure in the Arts																														
<p>■ 1.1.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify or describe elements of music in a variety of music.</p> <p>-Elements of Music:</p> <p>*Rhythm- time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure</p> <p>*Tempo- steady beat, slower or faster</p> <p>*Melody- shape, direction (pitches, move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches)</p> <p>*Harmony- parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony)</p> <p>*Form- call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs</p> <p>*Timbre (tone color)- recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices)</p> <p>*Dynamics- soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f).</p>																														
<p>■ 1.1.2 Supporting</p> <p>The learner will be able to identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>																														
<p>■ 1.2.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify or describe elements of dance in a variety of dances.</p> <p>-Elements of Dance:</p>																														

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<p>*Space- direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low), shape (individual and group shapes)</p> <p>*Time (tempo)- dance movements that follow a steady beat or move faster or slower. *Force- dance movements that use more or less energy (e.g., energy-sharp/smooth, weight-heavy/light, flow-free/bound)</p> <p>*Dance Form- call and response, AB, ABA, choreography.</p>																															
<p>■ 1.2.2 DOK 2 ASSESSED</p> <p>The learner will be able to describe how dance uses time, space, force, and various locomotor and nonlocomotor movements to communicate ideas, thoughts, and feelings.</p>																															
<p>■ 1.3.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify or describe elements of drama in dramatic works.</p> <p>-Elements of drama:</p> <p>*Literary elements- Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogues, Monologue, Conflict.</p> <p>*Technical elements- Scenery (set), costumes, props, sound and music, make-up</p> <p>-Performance elements:</p> <p>*Acting- how speaking and moving help to create characters.</p> <p>*Speaking- vocal expression, projection, speaking style, diction. *Nonverbal expression- gestures, facial expression, movement.</p>																															
<p>■ 1.3.2 Supporting</p>																															

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*Subject matter: (e.g., landscape, portrait, still life).																															
Humanity in the Arts																															
<p>■ 2.1.1 DOK 2 ASSESSED</p> <p>The learner will be able to identify how music has been a part of cultures and periods throughout history.</p> <p>Cultures:</p> <p>Native American</p> <p>Traditional Appalachian</p> <p>West AFRICAN</p> <p>SIMILARITIES AND DIFFERENCES IN THE USE OF MUSIC (E.G., CEREMONIAL PURPOSES) AND THE USE OF ELEMENTS OF MUSIC AMONG CULTURES (MUSICAL INSTRUMENTS, E.G., NATIVE AMERICAN - RATTLES, THUMB PIANO); POLYRHYTHM IN WEST AFRICAN MUSIC NOT IN NATIVE AMERICAN.</p> <p>PERIODS:</p> <p>COLONIAL AMERICAN (E.G. WORK SONGS, GAME SONGS, PATRIOTIC MUSIC, LULLABY, FOLK MUSIC),</p> <p>NATIVE AMERICAN INCLUDES PERIOD IN NORTH AMERICA BEFORE EUROPEAN SETTLEMENT.</p> <p>European INFLUENCES IN AMERICAN MUSIC, SIMILARITIES BETWEEN THE MUSIC IN THE AMERICAN COLONIES AND THE CITIES OF EUROPE. (THE INFLUENCE OF EUROPE WAS VERY STRONG IN THE COLONIES DUE TO THE MOVEMENT OF SETTLERS FROM EUROPE TO AMERICA).</p>																															
■ 2.2.1 DOK 2 ASSESSED																															

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<p>The learner will be able to identify how dance has been a part of cultures and periods throughout history. Cultures: Native American, Traditional Appalachian, West African. Similarities and differences in the use of dance (e.g. purposes - harvest, hunting dances in Native American and West African cultures), use of elements of dance among cultures. Periods: Colonial American (European influences on American Dance, e.g., social dances, square dancing, folk dances), Native American includes period in north america before european settlement.</p>																															
<p>■ 2.3.1 DOK 2 ASSESSED The learner will be able to identify how drama has been a part of cultures and time throughout history. Cultures: Native American, traditional appalachian, west african. (The use of storytelling, myths, legends, folktales in these cultures) Periods: Colonial American- European influences 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) native american includes period in north america before european settlement.</p>																															
<p>■ 2.4.1 DOK 2 ASSESSED The learner will be able to identify how visual art has been a part of cultures and time periods throughout history. Cultures: Native American, Traditional Appalachian, West African. Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and</p>																															

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<p>dances associated with worship) Recreational- dancing for recreation, 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).</p>																														
<p>■ 3.3.1 DOK 2 ASSESSED The learner will be able to identify 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., storytelling, role playing, narrative works) Passing on tradition and culture- to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends) Recreational- drama for entertainment, (e.g., drama/theatre as a hobby) 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).</p>																														
<p>■ 3.4.1 DOK 2 ASSESSED The learner will be able to identify how art fulfills a variety of purposes. Purposes of Art:(different roles of art) ceremonial- ritual, celebration, artworks created to</p>																														

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incorporating the elements of dance (space, time and force).																														
<ul style="list-style-type: none"> 4.2.2 Supporting The learner will be able to create a movement sequence with a beginning, middle, and end. 																														
<ul style="list-style-type: none"> 4.2.3 Supporting The learner will be able to perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk). 																														
<ul style="list-style-type: none"> 4.3.1 Supporting The learner will be able to create and perform using elements of drama (Literary, Technical, Performance). 																														
<ul style="list-style-type: none"> 4.3.2 Supporting The learner will be able to improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements). 																														
<ul style="list-style-type: none"> 4.4.1 Supporting The learner will be able to create artwork using the elements of art and principles of design. 																														
<ul style="list-style-type: none"> 4.4.2 Supporting The learner will be able to use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. 																														