

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Arts & Humanities Grade 5

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	
<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 3 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 3 ASSESSED</p> <p>The learner will be able to analyze or explain the use of 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

■ 2.1.1 DOK 2 ASSESSED

The learner will be able to describe or explain how music has been a part of cultures and periods throughout history.

Cultures:

Native American

Traditional Appalachian

West AFRICAN

SIMILARITIES AND DIFFERENCES IN THE USE OF MUSIC (E.G., CEREMONIAL PURPOSES) AND THE USE OF ELEMENTS OF MUSIC AMONG CULTURES (MUSICAL INSTRUMENTS, E.G., NATIVE AMERICAN - RATTLES, THUMB PIANO); POLYRHYTHM IN WEST AFRICAN MUSIC NOT IN NATIVE AMERICAN.

PERIODS:

COLONIAL AMERICAN (E.G. WORK SONGS, GAME SONGS, PATRIOTIC MUSIC, LULLABY, FOLK MUSIC),

NATIVE AMERICAN INCLUDES PERIOD IN NORTH AMERICA BEFORE EUROPEAN SETTLEMENT.

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).

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<p>■ 4.1.5 Supporting The learner will be able to sing alone and with others a varied repertoire of music.</p>																														
<p>■ 4.2.1 Supporting The learner will be able to create patterns of movement incorporating the elements of dance (space, time and force).</p>																														
<p>■ 4.2.2 Supporting The learner will be able to create a movement sequence with a beginning, middle, and end.</p>																														
<p>■ 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).</p>																														
<p>■ 4.3.1 Supporting The learner will be able to create and perform using elements of drama (Literary, Technical, Performance).</p>																														
<p>■ 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).</p>																														
<p>■ 4.4.1 Supporting The learner will be able to create artwork using the elements of art and principles of design.</p>																														
<p>■ 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.</p>																														