

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Jr. Studies

**Arts & Humanities**

	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
<b>Structure in the Arts</b>																														
<p>■ 1.1.1 (DOK 3) - assessed                      The learner will be able to students will analyze or evaluate the use of elements of music in musical compositions; 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>■ 1.2.1 (DOK 3) - assessed                      The learner will be able to 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 - ballet, tap, jazz, modern.</p>																														
<p>■ 1.2.2. (DOK 3) - assessed                      The learner will be able to describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.</p>																														
<p>■ 1.3.1 (DOK 3) - assessed                      The learner will be able to analyze or evaluate the use of technical elements, literary elements, and performance elements in a variety of dramatic works; elements of drama: literary elements, technical elements, performance elements (acting, speaking).</p>																														

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<ul style="list-style-type: none"> <li>1.4.1 (DOK 3) - assessed The learner will be able to analyze or evaluate the use of the elements of art and principles of design in a variety of artworks; (elements of art), (principles of design).</li> </ul>																														
<ul style="list-style-type: none"> <li>1.4.2 (DOK 3) - assessed The learner will be able to analyze or evaluate the use of media and art processes in creating artworks.</li> </ul>																														
<b>Humanity in the Arts</b>																														
<ul style="list-style-type: none"> <li>2.1.1 (DOK 3) - assessed The learner will be able to analyze or evaluate how factors such as time, place and ideas are reflected in music.</li> </ul>																														
<ul style="list-style-type: none"> <li>2.2.2 (DOK 3) - assessed The learner will be able to analyze or evaluate how factors such as time, place, and ideas are reflected in dance.</li> </ul>																														
<ul style="list-style-type: none"> <li>2.3.1 (DOK 3) - assessed The learner will be able to analyze or evaluate how factors such as time, place, and ideas are reflected in drama.</li> </ul>																														
<ul style="list-style-type: none"> <li>2.4.1 (DOK 3) - assessed The learner will be able to analyze or evaluate how factors such as time, place, and ideas are reflected in visual art.</li> </ul>																														



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necessary for a variety of careers related to music.																														
<ul style="list-style-type: none"> <li>4.2.1 supporting The learner will be able to create an individual or a group dance using dance elements (space, time, and force) that communicates thoughts, ideas and/or feelings.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.2.2 supporting The learner will be able to demonstrate appropriate alignment, strength, and flexibility while performing dance movement.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.2.3 supporting The learner will be able to perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative).</li> </ul>																														
<ul style="list-style-type: none"> <li>4.2.4 supporting The learner will be able to perform social, recreational, and artistic dances from various historical periods and cultures.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.2.5 supporting The learner will be able to identify skills and training for a variety of careers related to dance.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.3.1 supporting The learner will be able to create and perform using elements of drama (literary-script writing, technical-designing and directing, performance-acting).</li> </ul>																														
<ul style="list-style-type: none"> <li>4.3.2 supporting The learner will be able to identify skills and training necessary for a variety of careers relating to drama.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.4.1 supporting The learner will be able to incorporate the elements of art and principles of design to generate several solutions to a</li> </ul>																														

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variety of visual art situations.																														
<ul style="list-style-type: none"> <li>4.4.2 supporting The learner will be able to use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values.</li> </ul>																														
<ul style="list-style-type: none"> <li>4.4.3 supporting The learner will be able to identify skills and training necessary for a variety of careers in visual arts.</li> </ul>																														
<b>Interrelationships Among the Arts</b>																														
<ul style="list-style-type: none"> <li>5.5.1 supporting The learner will be able to compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic (e.g., Impressionism: Debussy to Monet).</li> </ul>																														
<ul style="list-style-type: none"> <li>5.5.2 supporting The learner will be able to analyze and/or explain how ideas and emotions expressed in one form (e.g., theatre) are similar or different to ideas and emotions expressed in another art form (e.g., dance).</li> </ul>																														