

Course Syllabus

Vocational Education, Arts & Humanities End-Of-Primary

Morgan County Curriculum 4.1 Elementary., Final
Morgan County School District

Structure in the Arts

- 1.1.1 Supporting
The learner will be able to begin to recognize and identify elements of music using musical terminology.
Elements of Music:
Rhythm- bar lines, whole notes, half notes, and quarter notes (aurally and visually) Tempo- steady beat, faster, slower (aurally)
Melody- notes, lines and spaces on treble clef staff (visually) Harmony- rounds and simple 2-part songs (aurally), songs are major or minor (aurally) Form- call and response form, AB form and ABA form (aurally)
Timbre (tone color)- recognize different qualities of musical sounds, instruments by family- brass, woodwind, string, percussion (aurally and visually and human voices (aurally)
Dynamics- soft, loud (aurally).
- 1.1.2 Supporting
The learner will be able to identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).
- 1.2.1 Supporting
The learner will be able to observe dance/movement and describe elements and movements using dance terminology.
Elements of Dance:
Space- direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes)
Force- dance movements that use more or less energy (e.g., gentle movements versus strong movements)
Dance form- beginning, middle, end.
- 1.2.2 Supporting
The learner will be able to observe, define, and describe literary elements, technical elements, and/or performance elements using drama/theatre terminology.
Elements of drama:
Literary elements- Story line (plot), Character, Story organization (beginning, middle, end)
Technical elements- Scenery, Costumes, Props,

Make-up.

Performance elements- Acting (how speaking, moving help to create characters).

- 1.3.3 Supporting
The learner will be able to identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).
- 1.4.1 Supporting
The learner will be able to identify or describe works of art using elements of art and principles of design in works of art.
Elements of art:
Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes (warm, cool, neutral - black, white, gray, sometimes brown/beige as earth tones) Principles of design:
Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth).

Humanity in the Arts

- 2.1.1 Supporting
The learner will be able to identify music from the following cultures and periods.
Cultures: Native American, Traditional Appalachian, and West African. Periods: Colonial American.
- 2.2.1 Supporting
The learner will be able to identify dances of the following cultures and periods.
Cultures: Native American, Traditional Appalachian, and West African. Periods: Colonial American.
- 2.3.1 Supporting
The learner will be able to identify folktales, legends, or myths from the following cultures and periods.
Cultures: Native American, Traditional Appalachian, and West African. Periods: Colonial American.

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■ 2.4.1 Supporting

The learner will be able to identify art from the following cultures and periods.

Cultures: Native American, Traditional Appalachian, and West African. Periods: Colonial American.

Purposes for Creating the Arts

■ 3.1.1 Supporting

The learner will be able to experience music created for a variety of purposes.

Purposes of Music:(different roles of music)

Ceremonial- music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)

Recreational- music for entertainment- (e.g., music purposes such as game songs, music for dances and social events, music for physical activities, music as a hobby)

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).

■ 3.2.1 Supporting

The learner will be able to experience dance created for 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 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).

■ 3.3.1 Supporting

The learner will be able to experience dramatic works created for 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).

■ 3.4.1 Supporting

The learner will be able to experience visual art works created for a variety of purposes.

Purposes of Art:(different roles of art)

ceremonial- ritual, celebration, artworks created to support worship ceremonies (purposes. ceremonial masks)

artistic expression- artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, or to decorate or beautify objects)

narrative- artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., native american totem poles, cave and wall paintings)

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

Processes in the Arts (Supporting)

■ 4.1.4 Supporting

The learner will be able to sing and play alone simple rhythmic or tonal patterns by reading music notation.

■ 4.1.5 Supporting

The learner will be able to sing alone and with others a varied repertoire of music.

■ 4.2.1 Supporting

The learner will be able to with a partner or in a small group, perform dances using the elements of dance and various movements.

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- 4.2.3 Supporting
The learner will be able to perform traditional folk dances, square dances, and social dances of ethnic groups. (Native American, West African, African-American, American folk).
- 4.3.1 Supporting
The learner will be able to perform in dramatic situations that incorporate Literary, Technical and Performance elements.
- 4.4.2 Supporting
The learner will be able to choose media to create artworks with a basic understanding of how to use the media.