

# Course Syllabus

## Vocational Education, Arts & Humanities Grade 5

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

### Structure in the Arts

#### ■ 1.1.1 DOK 3 ASSESSED

The learner will be able to analyze or explain elements of music in a variety of music.

-Elements of Music:

\*Rhythm- time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure

\*Tempo- steady beat, slower or faster

\*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)

\*Harmony- parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony)

\*Form- call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs

\*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)

\*Dynamics- soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f).

#### ■ 1.1.2 Supporting

The learner will be able to identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).

#### ■ 1.2.1 DOK 3 ASSESSED

The learner will be able to analyze or explain elements of dance in a variety of dances.

-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)

\*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)

\*Dance Form- call and response, AB, ABA,

choreography.

#### ■ 1.2.2 DOK 3 ASSESSED

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.

#### ■ 1.3.1 DOK 3 ASSESSED

The learner will be able to analyze or explain the use of elements of drama in dramatic works.

-Elements of drama:

\*Literary elements- Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogues, Monologue, Conflict.

\*Technical elements- Scenery (set), costumes, props, sound and music, make-up

-Performance elements:

\*Acting- how speaking and moving help to create characters.

\*Speaking- vocal expression, projection, speaking style, diction.

\*Nonverbal expression- gestures, facial expression, movement.

#### ■ 1.3.2 Supporting

The learner will be able to identify, describe or explain, relationships among characters and settings a related to a script, a scenario, or classroom dramatization.

#### ■ 1.3.3 Supporting

The learner will be able to identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).

#### ■ 1.4.1 DOK 3 ASSESSED

The learner will be able to analyze or explain works of art using elements of art, and principles of design.

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).

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### ■ 1.4.2 DOK 2 ASSESSED

The learner will be able to identify or describe how an artist uses various media and processes.

\*Media (plural) /medium (singular): (used to produce artworks)

\*Two-Dimensional- crayon, pencil, paint, fabric, yarn, paper

\*Three-Dimensional- Clay, Papier-mache

Art processes:

\*Two-dimensional- drawing, painting, fiber art (e.g., fabric printing, stamping) and collage.

\*Three-Dimensional- pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)

\*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).

### ■ 2.2.1 DOK 2 ASSESSED

The learner will be able to describe or explain 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.

### ■ 2.3.1 DOK 2 ASSESSED

The learner will be able to describe or explain 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.

### ■ 2.4.1 DOK 2 ASSESSED

The learner will be able to describe or explain 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 principles of design among cultures (e.g., media in relation to these cultures (e.g., wood fiber)

Periods: Colonial American

Europe influences in american visual art, similarities between the visual art 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

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from europe to america.),  
native american includes period in north america before  
european settlement.

### Purposes for Creating the Arts

#### ■ 3.1.1 DOK 2 ASSESSED

The learner will be able to describe or explain how music fulfills 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 for play 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 DOK 2 ASSESSED

The learner will be able to describe or explain how dance fulfills 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 DOK 2 ASSESSED

The learner will be able to describe or 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., 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 DOK 2 ASSESSED

The learner will be able to describe or explain how art fulfills 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, etc.).

### Processes in the Arts (Supporting)

#### ■ 4.1.1 Supporting

The learner will be able to create and notate short, simple melodies that demonstrate melodic shape/contour and meter.

#### ■ 4.1.2 Supporting

The learner will be able to create and perform simple melodic or rhythmic accompaniments to given melodies.

#### ■ 4.1.3 Supporting

The learner will be able to improvise answers in similar style to given rhythmic and/r melodic phrases.

#### ■ 4.1.4 Supporting

The learner will be able to sing and play alone simple rhythmic or tonal patterns by reading music notation and be able to sustain own part in an ensemble.

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- 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 create patterns of movement incorporating the elements of dance (space, time and force).
- 4.2.2 Supporting  
The learner will be able to create a movement sequence with a beginning, middle, and end.
- 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).
- 4.3.1 Supporting  
The learner will be able to create and perform using elements of drama (Literary, Technical, Performance).
- 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).
- 4.4.1 Supporting  
The learner will be able to create artwork using the elements of art and principles of design.
- 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.