

Course Syllabus

Arts & Humanities, Jr. Studies

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Structure in the Arts

- 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.
- 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.
- 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.
- 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).
- 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).

- 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.

Humanity in the Arts

- 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.
- 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.
- 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.
- 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.

Purposes for Creating the Arts

- 3.1.1 (DOK 2) - assessed
The learner will be able to explain how music fulfills a variety of purposes (ceremonial, recreational, artistic expression).
- 3.2.1 (DOK 2) - assessed
The learner will be able to explain how dance fulfills a variety of purposes (ceremonial, recreational, artistic expression).
- 3.3.1 (DOK 2) - assessed
The learner will be able to explain how drama/theatre fulfills a variety of purposes.
- 3.4.1 (DOK 2) - assessed
The learner will be able to explain how art fulfills a variety of purposes (ceremonial, artistic expression, narrative, functional, persuasive).

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Processes in the Arts (Supporting)

- 4.1.1 supporting
The learner will be able to create and notate music.
- 4.1.2 supporting
The learner will be able to improvise rhythmic and/or melodic embellishments and variations on given melodies.
- 4.1.3 supporting
The learner will be able to sing or perform on instruments, alone or with others, by reading basic music notation (with practice).
- 4.1.4 supporting
The learner will be able to identify skills and training necessary for a variety of careers related to music.
- 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.
- 4.2.2 supporting
The learner will be able to demonstrate appropriate alignment, strength, and flexibility while performing dance movement.
- 4.2.3 supporting
The learner will be able to perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative).
- 4.2.4 supporting
The learner will be able to perform social, recreational, and artistic dances from various historical periods and cultures.
- 4.2.5 supporting
The learner will be able to identify skills and training for a variety of careers related to dance.
- 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).

- 4.3.2 supporting
The learner will be able to identify skills and training necessary for a variety of careers relating to drama.
- 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 variety of visual art situations.
- 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.
- 4.4.3 supporting
The learner will be able to identify skills and training necessary for a variety of careers in visual arts.

Interrelationships Among the Arts

- 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).
- 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).