

Harlan County Schools Curriculum Guide

Content: Arts and Humanities

Grade: 3rd grade

Time Frame	Core Content and Implied Skills (Unpack the standards)	Assessments	Curriculum Map Notes (Complete this section with notes of resources and instructional strategies that were used successfully in teaching this unit)
<p>Unit One</p> <p>Purposes of Music</p> <p>Two Weeks</p>	<p><i>AH-EP-3.1.1</i> <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i> <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) <u>Recreational</u> - 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) <u>Artistic Expression</u> - 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)</p>	<p>1 Open Response</p> <p>Multiple Choice</p> <p>Performance Events</p>	<p><u>Do this after the lesson is taught</u></p> <p>(What resources/activities worked? Did the time frames need any adjustments? What instructional strategies were effective? If information was not available in textbook, where did you access needed information? Websites/technology?)</p>
<p>Unit Two</p> <p>Purposes of Dance</p> <p>One Week</p>	<p><i>AH-EP-3.2.1</i> <i>Students will experience dance created for a variety of purposes.</i></p> <p><i>Purposes of dance: (different roles of dance)</i> <u>Ceremonial</u> - 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) <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) <u>Artistic Expression</u> - 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)</p>	<p>1 Open Response</p> <p>Multiple Choice</p> <p>Performance Events</p>	

<p>Unit Three</p> <p>Purposes of Drama</p> <p>One Week</p>	<p><i>AH-EP-3.3.1</i> <i>Students will experience dramatic works created for a variety of purposes.</i></p> <p><i>Purposes of drama: (different roles of drama)</i> <u>Sharing the human experience</u>- to express or communicate emotion, feelings, ideas, information through dramatic works (e.g. storytelling, role playing, narrative works) <u>Passing on tradition and culture</u>- to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends) <u>Recreational</u>: drama for entertainment (e.g., drama/theatre as a hobby) <u>Artistic Expression</u> - 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)</p>	<p>1 Open Response</p> <p>Multiple Choice</p> <p>Performance Events</p>	
<p>Unit Four</p> <p>Purposes of Visual Art</p> <p>One Week</p>	<p><i>AH-EP-3.3.1</i> <i>Students will experience visual arts created for a variety of purposes.</i></p> <p><i>Purposes of drama/theatre: (different roles of art)</i> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks) <u>Artistic expression</u> – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) <u>Narrative</u> – 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) <u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>	<p>1 Open Response</p> <p>Multiple Choice</p> <p>Performance Events</p>	<p>Art Prints:</p>
<p>Unit Five</p> <p>Structures in Music</p> <p>Five weeks</p>	<p><i>AH-EP-1.1.1</i> <i>Students will begin to recognize and identify elements of music using musical terminology.</i></p> <p><i>Elements of music:</i> <u>Rhythm</u> - bar lines, measures, (whole notes, half notes, quarter notes (aurally and visually) <u>Tempo</u> - steady beat, slower, faster (aurally) <u>Melody</u> – notes, lines and spaces on treble clef (visually) <u>Harmony</u> – rounds and simple 2-part songs (aurally),</p>	<p>3 Open Response Questions</p> <p>Multiple Choice</p> <p>Creating and</p>	<p>KET Music Toolkit</p>

	<p>songs are major or minor (aurally) <u>Form</u> - call and response form, AB form and ABA form (aurally) <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family - brass, woodwind, string, percussion, (aurally and visually) and human voices (aurally) <u>Dynamics</u> – soft, loud (aurally)</p> <p>AH-EP-1.1.2 Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p>performing opportunities</p> <p>Critique</p> <p>Presentations</p> <p>Response Journal</p>	
<p>Unit 6</p> <p>Structures in Dance</p> <p>Two Weeks</p>	<p>AH-EP-1.2.1 Students will observe dance/movement and describe elements and movements using dance terminology.</p> <p>Elements of dance: <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes) <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <u>Force</u> – dance movements that use more or less energy (e.g., gentle movements versus strong movements)</p> <p>Dance Form - beginning, middle, end</p> <p>AH-EP-1.2.2 Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements..</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p> <p>Error! Not a valid link.</p> <p>Performance Events</p>	<p><u>KET Dance Toolkit</u></p>
<p>Unit 7</p> <p>Structures in Drama</p> <p>Two Weeks</p>	<p>AH-EP-1.3.1 Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology..</p> <p>Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character,</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p> <p>Performance Events</p>	<p><u>KET Drama Toolkit</u></p>

	<p><i>Story organization (beginning, middle, end), <u>Technical elements</u> – Scenery, Costumes, Props, Make-up <u>Performance elements:</u> Acting (how speaking, moving help to create characters)</i></p> <p>AH-EP-1.3.3 <i>Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>		
<p>Unit 8 Structures in Visual Arts Five Weeks</p>	<p>AH-EP-1.4.1 <i>Students will identify or describe elements of art and principles of design in works of art.</i> <u>Elements of art:</u> <i>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)</i></p> <p><u>Principles of design:</u> <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p> <p>HCPS-AH-EP-1.4.2 <i>Students will explore and experience various media and processes.</i> <u>Media (plural) / medium (singular):</u> <i>(used to produce artworks)</i> <u>Two-dimensional-</u> <i>crayon, pencil, paint, paper</i> <u>Three-dimensional</u> - <i>clay</i></p> <p><u>Art processes:</u> <u>Two-dimensional</u> - <i>drawing, painting, collage</i> <u>Three-dimensional</u> - <i>sculpture,</i></p>	<p>3 Open Response Questions</p> <p>Multiple Choice</p> <p>Performance Events</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> <p>Error! Not a valid link.</p> <p>Error! Not a valid link.</p>	<p><u>Art Prints:</u></p> <p><u>KET Visual Arts Toolkit</u></p>

	<u>Subject matter:</u> (e.g. landscape, portrait, still life)		
Unit 9 Humanity in the arts 2 Weeks	<p><i>AH-EP-2.1.1</i> <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p> <p><i>AH-EP-2.2.1</i> <i>Students will identify dances of the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p> <p><i>AH-EP-2.3.1</i> <i>Students will identify folktales, legends or myths from the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American,</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p> <p><i>AH-EP-2.4.1</i></p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Performance Events</p> <p>Presentation</p>	

Students will identify art from the following cultures and periods.

Cultures:

Native American,
Traditional Appalachian
West African

Periods:

Colonial American