





Harlan County Schools Curriculum Guide Arts and Humanities Grade 4

Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit One</p> <p>Purposes of Music</p> <p>Weeks 1-2</p>	<p>AH-04-3.1.1 Students will identify how music fulfills a variety of purposes. DOK 2</p> <p>Purposes of music (different roles of music) <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>How would our world be different if there were no music?</p> <p>Do all human beings have a natural desire for music?</p> <p>How does music make your life better?</p> <p>How is music the universal language?</p> <p>How does music help us create a memory?</p> <p>How is music a storyteller?</p> <p>How is the universal idea of beauty reflected in music?</p> <p>In what ways have technology influenced artistic expression?</p>	<p>1 Open Response On Purposes of music</p> <p>Multiple Choice</p>	<p>Read the text of "The Awakening" by Joseph Martin.</p>  <p>C:\Documents and Settings\jlee\My Doc</p> <p>Listen to the music. What is Joseph Martin trying to say? How does his message relate to the purposes of music?</p> <p>Students will copy music terms and definitions in Arts and Humanities journals and provide a musical example for each purpose.</p> <p>Listen to different types of music. Students decide the purpose and justify response.</p> <p>Divide students into groups. Place the three different purposes of music in a hat for random drawing. Each group draws a musical purpose from hat and then plans the music for an event around that purpose.</p>



		<p>Which is more lasting, aesthetics or function?</p> <p>What do you think Henry David Thoreau means when he says, "When I hear music, I fear no danger. I am invulnerable. I see no foe. I am related to the earliest times, and to the latest."</p>		
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Two</p> <p>Purposes of Dance</p> <p>Week 3</p>	<p>AH-04-3.2.1 Students will identify how dance fulfills a variety of purposes. DOK 2</p> <p>Purposes of dance: (different roles of dance) <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>How has dance evolved through time?</p> <p>How can dance pass on tradition and culture?</p> <p>How is dance a language?</p> <p>How and what can we communicate through dance?</p> <p>What impact does culture and society have on the role of dance in that culture or society?</p>	<p>1 Open Response On Dance Purposes</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>Multiple Choice</p>	<p>Students will copy dance terms and definitions in Arts and Humanities journals and provide a dance example for each purpose.</p>




Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Three</p> <p>Purposes of Drama</p> <p>Week 4</p>	<p>AH-04-3.3.1 Students will identify how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of drama: (different roles of drama) <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>What role has drama played in human history?</p> <p>Why have people from the earliest of times until now created drama?</p> <p>How does drama across time and place help people share the human experience?</p> <p>How does drama help pass on tradition and culture?</p> <p>What role does the audience play in a drama fulfilling its purpose?</p> <p>What did Shakespeare mean when he said, that the Purpose of theatre is "to hold the mirror up to Nature."?</p>	<p>1 Open Response On Drama Purposes</p> <p>Multiple Choice</p>	<p>Students will copy drama terms and definitions in Arts and Humanities journals and provide a drama example for each purpose.</p>

Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Four</p> <p>Purposes of Visual Art</p> <p>Week 5</p>	<p>AH-04-3.3.1 Students will identify how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of drama/theatre: (different roles of art) <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>What role has Visual Arts played in human history?</p> <p>Why do human beings create works of art?</p> <p>How does Visual Art help people across time and place share the human experience?</p> <p>How do the Visual Arts pass on the traditions and cultures of a particular group of people or a period of time?</p>	<p>1 Open Response On Visual Arts Purposes</p> <p>Multiple Choice</p>	<p>Students will copy visual arts terms and definitions in Arts and Humanities journals and provide visual arts examples for each purpose.</p>
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Five</p> <p>Structure in Music</p> <p>Weeks 6-9</p>	<p>AH-04-1.1.1 Students will identify or describe the use of elements of music in a variety of music. DOK 2</p> <p>Elements of music: <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <u>Tempo</u> - steady beat, slow, fast <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C</p>	<p>How are the elements of music infinite?</p> <p>How can each musical composition that is created be unique when all use the same elements?</p> <p>What role does silence play in the</p>	<p>3 Open Response Questions</p> <p>Multiple Choice</p> <p>Creating and performing opportunities</p>	<p>KET Music Toolkit appropriate activities and lesson plans.</p> <p>Students will copy music terms, symbols and definitions in Arts and Humanities journals and provide examples for each term and symbol.</p> <p>Students will Orff, Boomwhackers and/or other pitched percussion instruments to create and perform original and previously composed music.</p> <p>Students will analyze various genres of music for</p>

	<p>to F at top of treble clef staff), high notes vs. low notes (itches) <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <u>Timbre (tone color)</u> - 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) <u>Dynamics</u> - soft (<i>piano - p</i>), medium soft (<i>mezzo piano - mp</i>), medium loud (<i>mezzo forte - mf</i>), loud (<i>forte - f</i>)</p> <p>AH-04-1.1.2 <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>	<p>creation of musical sound?</p> <p>How does an understanding of the elements of music increase the listener’s understanding and appreciation of the music?</p> <p>By what standards should a musical composition be determined a masterpiece? Who decides?</p>	<p>Critique</p> <p>Presentations</p> <p>Response Journal</p>	<p>the use of musical elements.</p> <p>Students will discuss how the use of musical elements can communicate different ideas and emotions in a variety of music.</p>
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit 6</p> <p>Structure in Dance</p> <p>Weeks 10-11</p>	<p>AH-04-1.2.1</p> <p>Students will identify or describe the use of elements of dance in a variety of dances.</p> <p>DOK 2</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., energy - sharp/smooth, weight - heavy/light, flow-free/bound)</p>	<p>How does an understanding of the elements of dance increase the audience’s understanding and appreciation of the dance?</p> <p>By what standards should a dance be determined a masterpiece? Who decides?</p>	<p>1 Open Response Questions</p>  <p>C:\Documents and Settings\jlee\My Doc</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p>  <p>C:\Documents and Settings\jlee\My Doc</p>	<p>KET Dance Toolkit appropriate activities and lesson plans.</p> <p>Students will copy dance terms and definitions in Arts and Humanities journals and provide examples for each.</p> <p>Students will create and perform dances using the elements of dance.</p>



	<p>Dance Form - call and response, AB, ABA, choreography</p> <p>AH-04-1.2.2 Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings. DOK 2</p>			
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit 7</p> <p>Structure in Drama</p> <p>Weeks 12-13</p>	<p>AH-04-1.3.1 Students will identify or describe the use of elements of drama in dramatic works. DOK 2</p> <p>Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements:</u> Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction</p> <p>Nonverbal expression – gestures, facial expression, movement</p> <p>AH-04-1.3.2</p>	<p>How do elements of drama help increase understanding of the dramatic work?</p> <p>Is verbal or non-verbal communication the more powerful communicator?</p> <p>How do the technical and performance elements of drama help us “read between the lines”?</p> <p>How does an understanding of the elements of</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p>	<p>KET Drama Toolkit appropriate activities and lessons plans.</p> <p>Students will copy drama terms and definitions in Arts and Humanities journals and provide examples for each.</p> <p>Students will create and perform a variety of plays and dramatic works using the elements of drama.</p>

	<p><i>Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization</i></p> <p>AH-04-1.3.3 <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>	<p>drama increase the audience’s understanding and appreciation of the drama?</p> <p>By what standards should a dramatic work be determined a masterpiece? Who decides?</p>		
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit 8</p> <p>Structures in Visual Arts</p> <p>14-17</p>	<p>AH-04-1.4.1 Students will identify or describe the use of elements of art and principles of design in works of art.</p> <p style="text-align: center;">DOK 2</p> <p><u>Elements of art:</u> Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes/groups (warm, cool, neutral - black, white, gray, sometimes brown/beige as earth tones)</p> <p><u>Principles of design:</u></p> <p>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</p> <p>AH-04-1.4.2 Students will identify or describe how an artist uses various media and processes.</p>	<p>How are the elements of art and the principles of design infinite?</p> <p>How can each work of art be unique when all use the same elements and principles?</p> <p>How do artists discover the tools and the media that they use to create works of art?</p> <p>How is the subject of an artwork to</p>	<p>3 Open Response Questions</p> <p>Multiple Choice</p> <p>Project</p> <p>Presentation</p> <p>Critique</p> <p> C:\Documents and Settings\jlee\My Docu</p> <p> C:\Documents and Settings\jlee\My Docu</p>	<p>KET Visual Arts Toolkit appropriate activities and lesson plans.</p> <p>Students will analyze the use of the elements of art and principles of design in a variety of art prints from different artists, time periods, and cultures.</p> <p>Students will create works of art using various tools and media.</p> <p>Students will create a collage for each elements of art and each principles of design.</p> <p>Students will create a still life from a significant memory. They will use this work of art as a springboard for their personal narrative.</p> <p>Students will create a landscape from cut paper illustrating a Kentucky scene.</p> <p>Students will complete a self-portrait in a medium</p>

	<p align="center">DOK 2</p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks) <u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paper <u>Three-dimensional</u> - clay, papier-mâché</p> <p><u>Art processes:</u> <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping), collage <u>Three-dimensional</u> - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting) <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>	<p>an artist like the main character in a story to an author?</p> <p>How does an understanding of the elements of art and the principles of design increase the viewer's understanding and appreciation of the artwork?</p> <p>By what standards should a work of art be determined a masterpiece?</p>		of their choice.
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit 9</p> <p>The Arts of the Native American Culture</p> <p>Week 18</p>	<p>AH-04-2.1.1 Students will identify how music has been a part of cultures and periods throughout history.</p> <p align="center">DOK 2</p> <p>Cultures: Native American, 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, drums, flutes; polyrhythm in West African music not in Native American</p> <p>AH-04-2.2.1 Students will identify how dance has been a part of cultures and periods throughout history.</p>	<p>What can we learn about the Native American people by studying their various art forms?</p> <p>What is the relationship between their environment and Native American art?</p> <p>What role did the arts play in the daily lives of the Native Americans?</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p>	<p> C:\Documents and Settings\jlee\My Doct</p> <hr/> <p> C:\Documents and Settings\jlee\My Doct</p> <hr/> <p> C:\Documents and Settings\jlee\My Doct</p> <p>Students will listen to and perform music of the Native American culture.</p> <p>Students will view and perform dances from the</p>

	<p style="text-align: center;">DOK 2</p> <p>Cultures: Native American, Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</p> <p>AH-04-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Native American, (The use of storytelling, myths, legends, folktales in these cultures)</p> <p>AH-04-2.4.1 Students will identify how visual art has been a part of cultures and time periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Native American, Native American includes period in North America before European settlement</p> <p>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., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</p>			<p>Native American culture.</p> <p>Students will read and perform stories and legends from the Native American Culture.</p> <p>Students will create stories, myths, and legends in the style of Native American drama.</p> <p>Students will view and analyze Native American works of visual art.</p> <p>Students will participate in a gallery walk of Native American artifacts.</p>
--	--	--	--	--

Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Ten</p> <p>The Arts of Colonial America</p> <p>Weeks 19-21</p>	<p>AH-04-2.1.1 Students will identify how music has been a part of cultures and periods throughout history. DOK 2 Periods: Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)</p> <p>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.)</p> <p>AH-04-2.2.1 Students will identify how dance has been a part of cultures and periods throughout history. DOK 2 Periods: Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)</p> <p>AH-04-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history. DOK 2 Periods: Colonial American - European influence on American drama/theatre, plays from</p>	<p>What can we learn about the people of Colonial America by studying their various art forms?</p> <p>How do the arts of Colonial America help us better understand ourselves as Americans? Why is it important for you to know about the arts of Colonial America?</p> <p>How can the arts of Colonial America help Americans feel a sense of "place"?</p> <p>What is the relationship between their environment and Colonial American art forms?</p>	<p>2 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Project</p> <p>Critique</p>	<p>KET Arts Toolkits appropriate activities and lesson plans.</p> <p>Students will sing and play music of the Colonial period.</p> <p>Students will dance a variety of square and folk dances from the Colonial period.</p> <p>Students will create a play in the style of the dramatic works of the Colonial Period.</p> <p>Students will complete a comparison activity that denotes the similarities and differences between the art of Europe and the art of Colonial America.</p> <p>Students will complete a "Colonial Kids" unit complete with game songs, dances, soap-sculptures, construction paper quilt patterns and cross-stitch samplers.</p>

	<p>England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p> <p>AH-04-2.4.1 Students will identify how visual art has been a part of cultures and time periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Periods: Colonial American European 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 from Europe to America.)</p>			
Time Line	Core Content and Implied Skills (Unpack the standards)	Essential Questions	Assessments	Activities and Resources
<p>Unit Eleven</p> <p>The Arts of Appalachia</p> <p>Week 22-23</p>	<p>AH-04-2.1.1 Students will identify how music has been a part of cultures and periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>Similarities and differences in the use of</p>	<p>What can we learn about the Appalachian people by studying their various art forms?</p> <p>What is the relationship between their environment and Appalachian art</p>	<p>1 Open Response Questions</p> <p>Multiple Choice</p> <p>Presentation</p> <p>Critique</p>	<p> C:\Documents and Settings\jlee\My Docu</p> <hr/> <p> C:\Documents and Settings\jlee\My Docu</p> <p>See Appalachian Music Unit in KET Music Toolkit for additional resources.</p>

	<p>music) (e.g., ceremonial purposes) and the use of elements of music among cultures) Appalachian – dulcimer, fiddle, banjo, guitar</p> <p>AH-04-2.2.1 Students will identify how dance has been a part of cultures and periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>Similarities and differences in the use of dance use of elements of dance among cultures</p> <p>AH-04-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Traditional Appalachian (The use of storytelling, myths, legends, folktales in these cultures)</p> <p>AH-04-2.4.1 Students will identify how visual art has been a part of cultures and time periods throughout history.</p> <p style="text-align: center;">DOK 2</p> <p>Cultures: Traditional Appalachian</p> <p>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., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</p>	<p>forms?</p> <p>What role did the arts play in the daily lives of the early Appalachian settlers?</p>		<p>Students will create a classroom quilt.</p>
--	--	--	--	--