



# Harlan County Schools Curriculum Guide

**Content: Arts and Humanities**

**Grade: 11<sup>th</sup> Grade Full Year Rotation**

← **Projected Curriculum Map** →  
(A Pacing Guide; In accordance with Test Blueprint)

← **Teacher's Diary Map** →  
(Reflection *after* lesson is taught)

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 12 <b>Neoclassic and Classical Periods</b></p> <p>Two Weeks</p> <p>Humanity in the Arts is weighted at 45% according to the test blueprint.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>◆ What are the political, economic, social, and religious characteristics of the Neoclassic and Classical Periods?</li> <li>◆ What does the term "classic" refer to and how does this period reflect the meaning of the term through the arts?</li> <li>◆ Who were the major artists of the neoclassic and classical periods and what were their contributions?</li> </ul> <p><b>AH-HS-2.1.1</b> <b>Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Historical Periods in European Music: (in chronological order)</b> <b>(Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)</b> <b>Classical (Mozart &amp; Haydn – true classical style, Beethoven - transition from Classical to Romantic)</b></p> <p><b>AH-HS-2.3.1</b> <b>Students will analyze or evaluate how factors such as time, place and ideas are reflected in drama.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p>Open Response Questions</p> <p>Multiple Choice Questions</p> <p>Presentations</p> <p>Projects *Create brochures of the Classical Period</p> <p>Performance Events *Create a musical sketch that demonstrates order, balance, and some universal theme</p> <p>Critiques</p>	<p>Visual Arts: Students will read and complete activities on Neoclassicism in the KET Visual Arts Toolkit pages 448-450</p> <p>Students will read, discuss and answer questions on Neoclassicism and Classicism pages 480-486 in the Art in Focus textbook.</p> <p>Drama: Students will complete the lesson and activities on satire in the KET Drama Toolkit pages 267-274.</p> <p>Music: Music Reflects Culture Lesson in KET Music Toolkit p341 and in the Lesson Plans/Tools section of the World of Music CD-ROM.</p> <p>View and respond to KET's Music Through Time DVD for the Classical Period: Mozart and Haydn and The Genius of Beethoven.</p> <p>Show Power Point: The Classical Period</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p>Complete this Classical Period Lesson Plan</p> <p> C:\Documents and Settings\jlee\My Doc</p>

**Historical Periods: (in chronological order)(Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)**

**Neo-Classicism/"Classical" (satire)**

**AH-HS-2.4.1**

**Students will analyze or evaluate how factors such as time, place and ideas are reflected in visual art.**

**DOK 3**

**Historical Periods and Styles: (in chronological order)(Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard**

Neo-Classical (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson –Neo-Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States)

High School Enduring Knowledge – Understandings

**AH-HS-HA-U-1**

Students will understand that the arts are powerful tools for understanding human experiences both past and present.

**AH-HS-HA-U-2**

Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

**AH-HS-HA-U-3**

Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.

**High School Skills and Concepts - Music**

**AH-HS-HA-S-Mu1**

Students will describe, analyze and evaluate

Use this brochure on the Sonata-Allegro form developed during the classical period as a model for class project.



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<http://www.classicsforkids.com/teachers/lessonplans/beethoven/beethovenK1.asp> Adapt the lesson found by following this link for teaching Beethoven's 5<sup>th</sup> Symphony.

<http://www.teachers.net/lessons/posts/1462.html>

Lesson plan on a "sequencing" technique for 4 measure phrases used by classical composers.

Explore this classical music site full of links to listening to classical music:

<http://42explore.com/classmus.htm>

Lesson plan from Music Educator's National Conference on Classical Music:

<http://www.menc.org/connect/fromthetop/Midorimakingchoices.html>

Lesson integrating art and music:

[http://coreknowledge.org/CK/resrcs/lessons/01\\_Art&Music\\_%20MakingConn.pdf](http://coreknowledge.org/CK/resrcs/lessons/01_Art&Music_%20MakingConn.pdf)

distinguishing characteristics of music representing a variety of world cultures and historical/style periods

**AH-HS-HA-S-Mu2**

Students will listen to, perform, and classify music representing a variety of world cultures and historical/style periods

**AH-HS-HA-S-Mu3**

Students will examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture

**AH-HS-HA-S-Mu4**

Students will examine music from various time periods and explain how the influence of time and place are reflected in the music

**High School Skills and Concepts -  
Drama/Theatre**

**AH-HS-HA-S-DT1**

Students will describe, analyze, and evaluate distinguishing characteristics of dramatic works representing a variety of world cultures

**AH-HS-HA-S-DT2**

Students will observe, classify, and perform dramatic works representing a variety of world cultures and historical/style periods

**AH-HS-HA-S-DT3**

Students will examine dramatic works from various world cultures and explain how dramatic works reflect the culture, cultural beliefs, or blending of cultures; use examples to illustrate how dramatic works have directly influenced society or culture

**AH-HS-HA-S-DT4**

Students will examine dramatic works from various time periods and explain how the influence of time and place are reflected in them

Students will study the philosophical ideals of the classical Greek culture and analyze their influence in music of the Classical Period.  
Ex. Order, Balance, truth



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Use the above lesson plan on Classical Greek music as a springboard for discussion of music in the modern classical Period.

Classical Symphony Power Point



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Read-Write-Think lesson exploring Satire with Shrek

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=810](http://www.readwritethink.org/lessons/lesson_view.asp?id=810)

Satire lesson using Jonathon Swift:

[http://www.localschooldirectory.com/include/teachers/lesson\\_plan.php/lesson\\_plan\\_id/349](http://www.localschooldirectory.com/include/teachers/lesson_plan.php/lesson_plan_id/349)

**AH-HS-HA-S-DT5**

Students will use print and non-print sources to explore, describe, and interpret universal themes, characterization, and situations in dramas and characteristics of theater from different cultures or time periods

**High School Skills and Concepts - Visual Arts****AH-HS-HA-S-VA1**

Students will describe, analyze, and evaluate distinguishing characteristics of visual art representing a variety of world cultures

**AH-HS-HA-S-VA2**

Students will observe, classify, and create visual art according to styles and processes used in a variety of world cultures and historical/style periods

**AH-HS-HA-S-VA3**

Students will examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs, or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture

**AH-HS-HA-S-VA4**

Students will examine visual artworks from various time periods and explain the influence of time and place are reflected in them

**AH-HS-HA-S-VA5**

Students will use print and non-print sources to explore, describe, and interpret universal themes, characterization, and situations in artworks from different cultures or time periods

Art lessons by period:

[http://coreknowledge.org/CK/resrcs/lessons/04\\_ArtMS\\_ArtStudy.pdf](http://coreknowledge.org/CK/resrcs/lessons/04_ArtMS_ArtStudy.pdf)

Neoclassical art information:

[http://www.artchive.com/artchive/neo\\_classical.html](http://www.artchive.com/artchive/neo_classical.html)

Neoclassical art lesson from the Getty:

[http://getty.edu/education/for\\_teachers/curricula/neoclassicism/neocl\\_lesson02.html](http://getty.edu/education/for_teachers/curricula/neoclassicism/neocl_lesson02.html)

Access Three virtual lessons on neoclassicism:

<http://score.rims.k12.ca.us/lessons/grades/?u=96>