

# Harlan County Schools Curriculum Guide

**Content: Arts and Humanities**

**Grade: 11<sup>th</sup> 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 Five <b>Purposes of Music</b></p> <p>One Week</p> <p><i>Purpose of Arts is weighted at 10% according to test blueprint</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>◆ What role has Music played in human history?</li> <li>◆ What are some different reasons people create music?</li> <li>◆ How does music across time and place help people share the human experience?</li> <li>◆ How does music pass on the traditions and culture of a particular group of people or period of time?</li> <li>◆ How does music express the meaning of words differently than words alone?</li> </ul> <p>Core Content: <b>AH-HS-3.1.1</b> Students will explain how music fulfills a variety of purposes. <b>DOK 2</b></p> <p>Purposes of Music: (different roles of music)</p> <ul style="list-style-type: none"> <li>◆ <b>Ceremonial-</b> music created or performed for ritual or celebration. Example:                             <ul style="list-style-type: none"> <li>○ Patriotic</li> <li>○ Music for Worship                                     <ul style="list-style-type: none"> <li>◆ Oratorio *</li> </ul> </li> <li>○ Wedding Music</li> <li>○ Happy Birthday</li> </ul> </li> <li>◆ <b>Recreational-</b> music created or performed for entertainment; for fun. Example:                             <ul style="list-style-type: none"> <li>○ Dance Music</li> <li>○ Exercise Music</li> </ul> </li> </ul>	<p>1 ORQ</p> <p>Other assessment Options:</p> <p>Multiple Choice</p> <p>Portfolio</p> <p>Critique</p> <p>Presentation</p> <p>Project</p>	<p>Students will listen to various genres of music to evaluate it according to its purpose. Students will justify choices based on evidence from the music.</p> <p>Students will brainstorm a list of music with which they are familiar and classify the music in the list according to its purpose.</p> <p>Students will work in groups to discuss and come to consensus on answers to the essential questions. Students will share their findings with whole group.</p> <p>Students will listen to music composed for a variety of different purposes and complete KET's 4-Step Critiquing Process for at least one composition.</p> <p>KET's 4-Step Critiquing Process. <a href="http://www.dl.ket/humaniites/resources/art/critproc.htm">http://www.dl.ket/humaniites/resources/art/critproc.htm</a></p> <p>Students will complete the following lesson, <a href="http://memory.loc.gov/learn/lessons/99/sing/intro.html">http://memory.loc.gov/learn/lessons/99/sing/intro.html</a> a lesson in order to make a connection between the purpose of popular music and a political issue of the day.</p> <p>Students will <b>create</b> their own patriotic medley following this lesson plan idea, <a href="http://www.thenationalanthemproject.org/teachermaterial/naptm_lesson06.html">http://www.thenationalanthemproject.org/teachermaterial/naptm_lesson06.html</a> from Music Educator's National Conference</p> <p>Students will listen to and <b>create</b> blues music following this lesson plan idea from Edsitement a division of Marco Polo,</p>

	<ul style="list-style-type: none"> <li>○ Game Song</li> <li>○ Music for dances and Social events</li> <li>○ Music as a hobby <ul style="list-style-type: none"> <li>◆ Garage Bands</li> </ul> </li> <li>◆ <b>Artistic Expression</b>- Music created or performed with the intent to express or communicate one’s emotions, feelings, ideas, experience; often in a concert setting in front of an audience.</li> </ul> <p>Example:</p> <ul style="list-style-type: none"> <li>○ Classical Music *</li> <li>○ Jazz *</li> <li>○ Opera *</li> <li>○ Music for Ballet*</li> <li>○ Blues</li> <li>○ Country</li> </ul> <p><b>High School Enduring Knowledge – Understandings</b>  <i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>• the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</li> <li>• the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.</li> <li>• the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</li> </ul> <p><b>High School Skills and Concepts – Music</b>  <i>Students will</i></p> <ul style="list-style-type: none"> <li>• compare, interpret and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)</li> <li>• create new, listen to, choose and perform music to fulfill a variety of specific purposes</li> </ul>		<p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=267">http://edsitement.neh.gov/view_lesson_plan.asp?id=267</a></p> <p>Students will explore Rock-n-Roll as a type of music created for the purpose of artistic expression following lesson plan ideas from the National Rock-N-Roll Hall of Fame  <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a></p> <p><a href="http://artsedge.kennedy-center.org/content/2058/">http://artsedge.kennedy-center.org/content/2058/</a> from ArtsEdge: Students research contemporary songs (alternative, country, metal, pop, rap, and rock music) to study current social issues. They deliver oral presentations using factual data, graphics, and other media to interpret the song lyrics.</p>
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