

GRADE LEVEL STANDARDS/DOK	PERFORMANCE INDICATORS	ESSENTIAL QUESTIONS CONTENT/TERMS	SUGGESTED ACTIVITIES/ ASSESSMENTS	GRADING PERIOD
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Structure in the Arts				
<p>Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.</p>				
Music	<u>Music Performance Indicators</u>			
<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, and quarter notes (aurally and visually)</p> <p><u>Tempo</u> - steady beat, faster, slower (aurally)</p> <p><u>Melody</u> – notes, lines and spaces on treble clef staff (visually)</p> <p><u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)</p> <p><u>Form</u> - call and response form, AB form and ABA form (aurally)</p>	<p>Rhythm – beat/no beat, steady beat, quarter notes (aurally and visually)</p> <p>Tempo- steady beat, fast, slow</p> <p>Melody – high/low</p> <p>Harmony-one or many</p> <p>Form - Call and response</p>	<p>How many beats does a quarter note get? Demonstrate a steady beat with your hands or feet. Steady beat, quarter notes</p> <p>Change your hands or feet to match the changing tempo in a song. Tempo, fast, slow</p> <p>Compare two pitches. Which is high and which is low? Melody, high, low</p> <p>Do you hear one voice or many voices?</p> <p>Where is the call and where is the response in a given song?</p>	<p>Kentucky Learns Links (Musical Terms and Activities)</p> <p>Kentucky Learns Links (Voices & Instruments)</p> <p>mulberry bush</p> <p>Instrument Music</p>	<p>1, 2, 3, 4</p>

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<p><i>Timbre (tone color) - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)</i></p> <p><i>Dynamics - soft, loud (aurally)</i></p>	<p>Timbre (tone color) – percussion family, speak, sing, whisper, shout</p> <p>Dynamics – loud, soft</p>	<p>Call and response What are the ways that percussion instruments make their sounds? Demonstrate the four voice timbres. Timbre, speak, sing, whisper, shout, percussion</p> <p>Change your movements to match the dynamics of a song.</p>		
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Humanity in the Arts

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

<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>Kentucky Learns Links</p>	<p>1, 2, 3, 4</p>
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Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to

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create arts and use them for a variety of purposes in society.				
<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:(reasons for creating 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>			Kentucky Learns Links	1, 2, 3, 4
<p><i>AH-EP-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p>			Kentucky Learns Links (Instruments & Singing)	1, 2, 3, 4
<p><i>AH-04-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p>			Kentucky Learns Links (Reading Music)	1, 2, 3, 4

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Dance	Dance Performance Indicators		Kentucky Learns Links (Elements of Dance)	
<p><i>AH-EP-1.2.1</i> <i>Students will observe dance/movement and describe elements and movements using dance terminology.</i></p> <p><i>Elements of dance:</i></p> <p><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)</p> <p><u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower</p> <p><u>Force</u> – dance movements that use more or less energy (e.g., gentle movement versus strong movements)</p> <p><i>Dance Form – beginning, middle, end</i></p>	<p><u>Space</u> – direction of dance movements (forward, backward, right, left, up, down)</p> <p><u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower</p> <p><u>Force</u> – dance movements that use more or less energy (e.g., gentle movement versus strong movements)</p> <p>Dance Form – beginning, middle, end</p>	<p>What direction are we traveling? Space, direction</p> <p>What happens to your dance movements when the beat changes? Tempo, steady beat</p> <p>Does stomp or tiptoe use the most force? Demonstrate both. Force</p> <p>Form</p>	<p>Kentucky Learns Links (Elements & Movements of Dance)</p>	<p>1, 2, 3, 4</p>

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<p><i>AH-EP-1.2.2</i> <i>Students will observe, define, and describe locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements.</i></p>	<p>Students will observe, define, and describe locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements.</p>	<p>What is the difference between locomotor and nonlocomotor movements? Locomotor movements, nonlocomotor movements</p>	<p>Kentucky Learns Links (Elements and Movements of Dance)</p>	<p>1, 2, 3, 4</p>

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<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>Kentucky Learns Links</p>	<p>1, 2, 3, 4</p>
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Purposes for Creating the Arts
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<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> <i>Ceremonial - dances created or performed for rituals or celebrations (e.g., dances of Native</i></p>		<p>Why do we dance? What is a recreational dance? Purposes, recreational dances</p>	<p>Kentucky Learns Links</p>	<p>1, 2, 3, 4</p>
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<p><i>Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</i></p> <p><i>Recreational - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</i></p> <p><i>Artistic Expression - 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)</i></p>	<p><u>Recreational</u> - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</p>			
<p>AH-EP-4.2.1</p> <p><i>With a partner or in a small group, students will perform dances using the elements of dance and various movements.</i></p>				1, 2, 3, 4
<p>AH-04-4.2.3</p> <p><i>Students will perform traditional folk dances, square dances, and social dances of ethnic groups. (Native American, West African, African-American, American folk)</i></p>				1, 2, 3, 4

Structure in the Arts

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Drama/Theatre	Drama Performance Indicators			
<p><i>AH-EP-1.3.1</i> Students will observe dramatic productions and describe literary elements, technical elements, and/or performance elements using drama/theatre terminology.</p> <p><i>Elements of drama:</i> <u>Literary elements</u> – Script, story line (plot), Character, Story organization (beginning, middle, end)</p> <p><u>Technical elements</u> - Scenery, Costumes, Props, Make-up</p> <p><u>Performance elements</u> - Acting (how speaking, moving help to create characters)</p>	<p><u>Literary elements</u> - Character, Story organization (beginning, middle, end)</p>	<p>What happened in the play? What is the plot? Who are the main characters in a play? What did you learn in the beginning of the play? Middle? End? Character</p>	<p>Kentucky Learns Links</p>	1, 2, 3, 4
<p><i>AH-04-1.3.3</i> Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).</p>	Students will identify a variety of creative dramatics (role playing, and storytelling)	Can you tell a story using a special voice? Role playing, storytelling	<p>Kentucky Learns Links</p>	1, 2, 3, 4

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<p><i>AH-EP-2.3.1</i> <i>Students will identify folktales, legends, or myths from the following cultures and periods.</i> <i>Cultures:</i> <i>Native American,</i> <i>Traditional Appalachian</i> <i>West African</i> <i>Periods:</i> <i>Colonial American</i></p>			<p>Kentucky Learns Links</p>	<p>1, 2, 3, 4</p>
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Purposes for Creating the Arts
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<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/Theatre:(Different roles of drama)</i> <i>Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</i> <i>Passing on tradition and culture -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends)</i> <i>Recreational drama for entertainment (e.g., drama/theatre as a hobby)</i> <i>Artistic Expression – dramatic works created and performed in a theatrical setting for an audience</i></p>	<p><u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends)</p>	<p>How can telling stories be used to express feelings and ideas?</p>	<p>Kentucky Learns Links (What is Drama/Theater)</p> <p>Kentucky Learns Links (Myths, Legends, Heritage)</p>	<p>1, 2, 3, 4</p>
<p><i>AH-EP-4.3.1</i> <i>Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.</i></p>				<p>1, 2, 3, 4</p>

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Visual Arts	<u>Visual Arts Performance Indicators</u>			
<p><i>AH-EP-1.4.1</i> <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 beige/brown 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><u>Elements of art:</u> Line, Shape, and Color (primary and secondary hues)</p> <p><u>Principles of design:</u> Organization of visual compositions: Pattern</p>	<p>What are the primary colors? Where do you see horizontal lines in the room? How many shapes can you draw and name? What are the secondary colors? Line, shape, color, primary colors, secondary colors What shape would come next in this pattern? pattern</p>	<p><u>Kentucky Learns Links</u> (Elements of Art & Design)</p> <p><u>color wheel</u></p> <p><u>primary colors</u></p>	<p>1, 2, 3, 4</p>

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<p><i>AH-EP-2.4.1</i> <i>Students will identify art 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> Colonial American</p>			<p>Kentucky Learns Links</p>	<p>1, 2, 3, 4</p>
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<p><i>AH-EP-3.4.1</i> <i>Students will experience visual art works created for a variety of purposes.</i></p> <p><i>Purposes of Art: 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 emotions, ideas, feelings, (e.g., for self expression, or to decorate or beautify) <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>Kentucky Learns Links (Understanding Visual Art)</p> <p>Kentucky Learns Links (Native American/African Art)</p>	1, 2, 3, 4
<p><i>AH-EP-4.4.2</i> <i>Students will choose media to create artworks with a basic understanding of how to use the media.</i></p>			<p>Kentucky Learns Links (Media & Processes)</p>	1, 2, 3, 4

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