
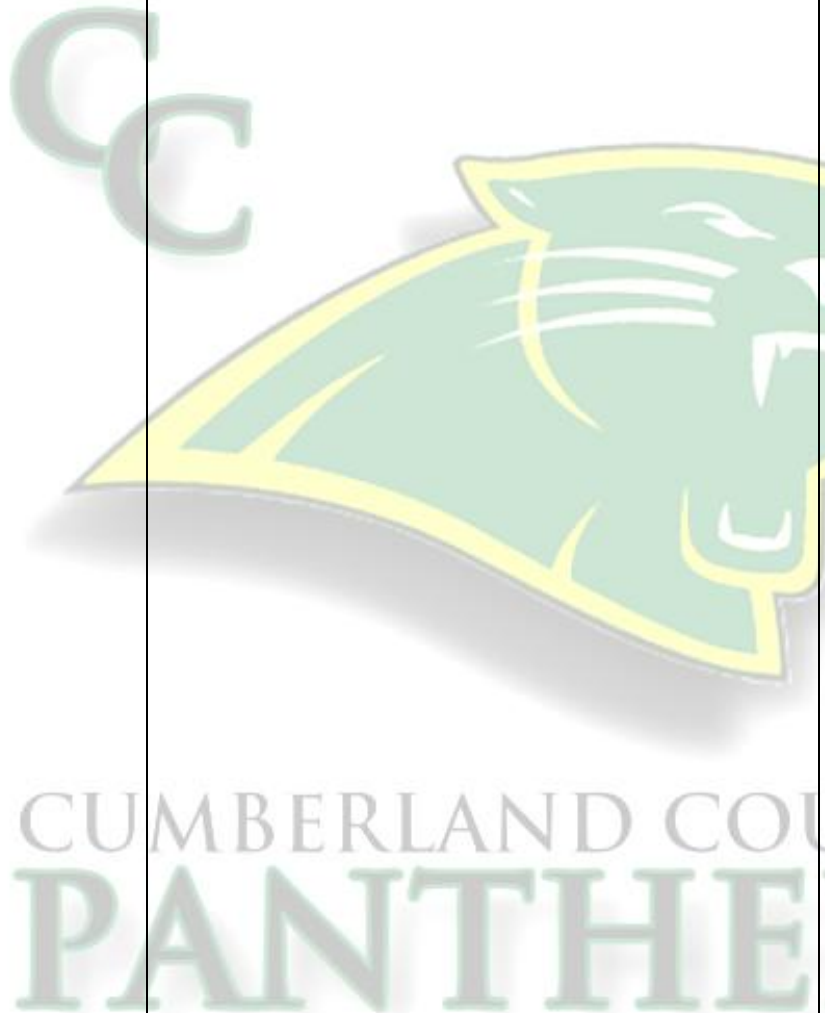


**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

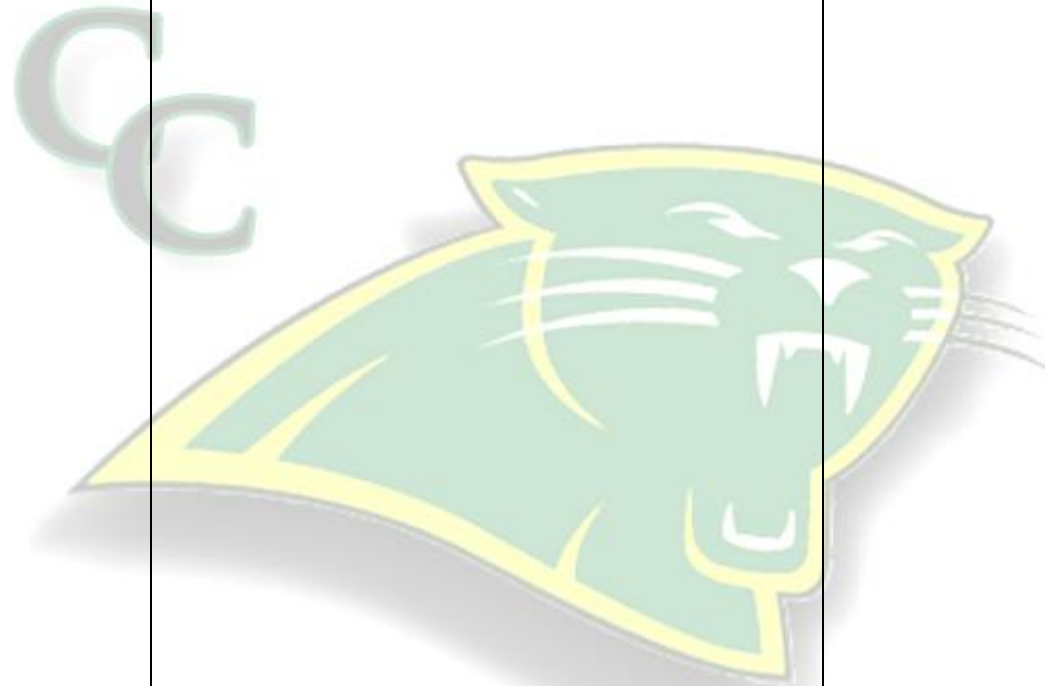
| School: CCHS   | Subject: Art and Humanities   | Grade: 9-12   |
|--|---|---|
| <b>Benchmark Assessment 1</b>  |   |   |
| Instructional Timeline: 7-9 weeks  |   |   |
| Topic(s): Fundamental of Art/ Art  |   |   |
| Kentucky Core Academic Standards   | Learning Targets (I Can Statements)   | Key Vocabulary  |
| <p>AH-HS-SA-S-VA1<br/>Students will use appropriate terminology to analyze and evaluate the use of elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks.</p> <p>AH-HS-SA-S-VA2<br/>Students will expressively use the elements of art, principles of design, and a variety of processes in creating artworks.</p> <p>AH-HS-SA-S-VA3<br/>Students will apply organizational structures and evaluate what makes them effective or not effective in communicating ideas.</p> <p>AH-HS-SA-S-VA-4<br/>Students will analyze and evaluate the use of elements of art (line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and</p> | <p>I understand that the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>I can respond to or critique works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>I can list the elements and principles of design of visual art are intentionally applied in creating works of art.</p> | <p>line,<br/>shape,<br/>form,<br/>texture,<br/>color<br/>principal of design</p> <p><b>Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g., Dome of the Rock - geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g., Pampapati Temple– temple city complex with towers, Buddhist – e.g., Liurong Temple/pagoda or called a stupa in India, part of a temple city complex)</b></p> <p><b>Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy)</b></p> <p><b>Historical Periods and Styles: (in chronological order)</b></p> <p><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></p> <p align="center"><b>Renaissance (Leonardo Da Vinci -</b></p> |

|   |  |   |
|---|--|---|
| <p>three-dimensional artworks.<br/>         AH-HS-1.4.2<br/>         Students will analyze or evaluate the use of media and art processes in creating artworks.<br/>         AH-HS-2.1.1<br/>         Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.</p> |  <p>The logo features a stylized panther head in green and yellow, with the text 'CUMBERLAND COUNTY' and 'PANTHER' in a large, light green font below it.</p> | <p>painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.])<br/>         Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro)<br/>         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)<br/>         Romantic (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society)<br/>         Realism - (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism)<br/>         Impressionism/Post-Impressionism (Claude Monet - tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic</p> |
|---|--|---|



social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work)  
Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple styles including cubism)  
Modern & Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O’Keeffe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience)  
Purposes of drama/theatre: (different roles of drama)  
Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)  
Passing on tradition and culture - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  
Recreational - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  
  
Artistic expression - drama created with the intent to express or communicate emotion, feelings, ideas, information  
(e.g., dramatic works created and performed in a

theatrical setting for an audience)



CUMBERLAND COUNTY  
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

| School: CCHS  | Subject: Art and Humanities  | Grade: 9-12  |
|---|--|--|
| <b>Benchmark Assessment 2</b>   |  |  |
| Instructional Timeline: 4 weeks   |  |  |
| Topic(s): Dance   |  |  |
| Kentucky Core Academic Standards  | Learning Targets (I Can Statements)  | Key Vocabulary   |
| <p><b>AH-HS-1.2.1</b><br/>Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.</p> <p><b>AH-HS-2.2.1</b><br/>Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance.</p> <p><b>AH-HS-3.2.1</b><br/>Students will explain how dance fulfills a variety of purposes.</p> <p>AH-HS-SA-S-Da1<br/>Students will use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)</p> <p>H-HS-SA-S-Da2<br/>Students will apply the elements of danced and principles of movement (balance, initiation of movement, weight shift) to:</p> <ul style="list-style-type: none"> <li>expressively create and perform a range of patterns of movement</li> <li>analyze and evaluate the use</li> </ul> | <p>I can identify the elements of dance: space, time and force.</p> <p>I can identify and discuss choreographic forms: theme and variations, rondo and narrative.</p> <p>I can identify dance time periods.</p> <p>I can identify the purposes of dance.</p> | <p>Space</p> <p>Time</p> <p>Force</p> <p>Ceremonial</p> <p>Recreational</p> <p>Artistic expression</p> <p>Choreographic forms</p> <p>European Culture and Periods: (in chronological order)<br/>(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)</p> <p>Renaissance (court dances)</p> <p>Baroque (development of ballet, Louis XIV)</p> <p>Romantic (Golden Age of ballet)</p> <p>Modern (Fokine – the revitalization and 20th century prominence of Russian ballet, Balanchine, Baryshnikov)</p> <p>Recent Styles in American Culture:<br/>Popular dance (includes Early American dance, folk and social dance, [e.g.,</p> |

of choreographic forms in dance (theme and variation, rondo, narrative)

- analyze and describe how themes in dances and styles of dance communicate ideas and feelings
- identify and explain characteristics of dance styles (ballet, tap, jazz, modern)

square dance, swing, waltz])

Martha Graham - abandoning traditional steps of ballet, portrayed characters in woman's viewpoint)

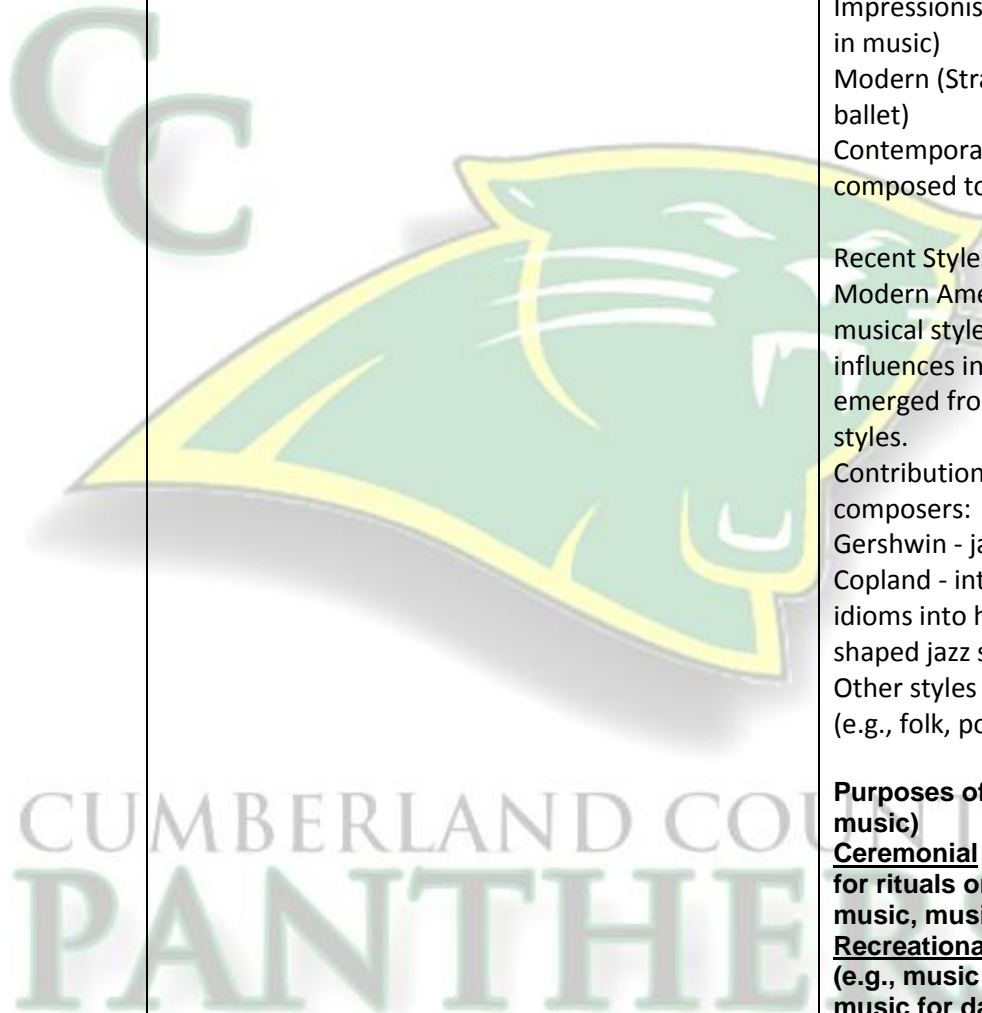
Modern dance (important figures include: Alvin Ailey - acclaimed African American choreographer, incorporation of traditional African roots, African-American themes,



CUMBERLAND COUNTY  
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

| School: CCHS  | Subject: Art and Humanities   | Grade: 9-12  |
|---|---|--|
| <b>Benchmark Assessment 3</b>   |   |  |
| Instructional Timeline: 7-9 weeks   |   |  |
| Topic(s): Music   |   |  |
| Kentucky Core Academic Standards  | Learning Targets (I Can Statements)   | Key Vocabulary   |
| <p><b>AH-HS-1.1.1</b><br/>Students will analyze or evaluate the use of elements of music in musical compositions.</p> <p><b>AH-HS-2.1.1</b><br/>Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.</p> <p><b>AH-HS-3.1.1</b><br/>Students will explain how music fulfills a variety of purposes.</p> <p>AH-HS-4.1.1<br/>Students will create and notate music.</p> | <p>I can list the elements of music.</p> <p>I can analyze or evaluate the use of elements of music in musical compositions.</p> <p>I can analyze or evaluate how factors such as time, place and ideas are reflected in music.</p> <p>I can explain how music fulfills a variety of purposes.</p> <p>I can recognize music and write a some amount.</p> | <p>Elements of music:<br/>Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative, movements of the classical symphony - four movements in typical sequence: movement 1-fast dramatic movement, movement 2-lyrical slow movement, movement 3-a dance-like movement [e.g., minuet or scherzo], movement 4-a brilliant or heroic fast movement), Timbre, Harmony, Tempo, Dynamics</p> <p>Historical Periods in European Music: (in chronological order)<br/>(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)<br/>Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)<br/>Baroque (Bach and the fugue, Handel and oratorio)<br/>Classical (Mozart &amp; Haydn - true classical style, Beethoven - transition from Classical to Romantic)</p> |



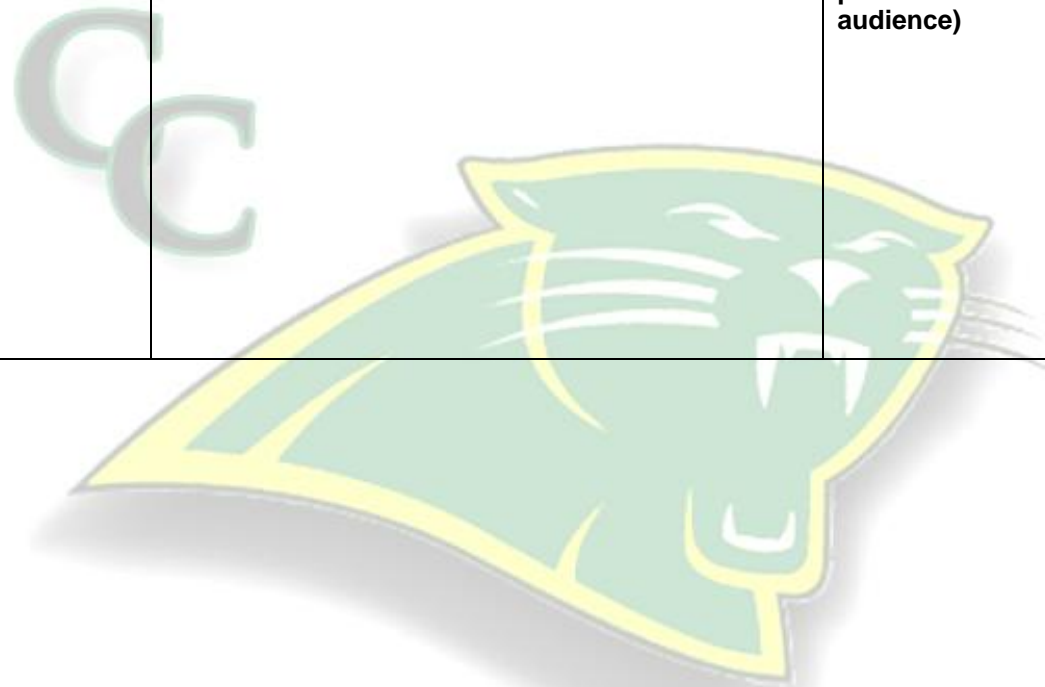
Romantic (Tchaikovsky - influence on ballet, Wagner - influence on opera)  
20th Century (Impressionism/Post-Impressionism, Debussy, Ravel - symbolism in music)  
Modern (Stravinsky - influence on Russian ballet)  
Contemporary (this refers to music being composed today)

Recent Styles in American Music:  
Modern American music consists of diverse musical styles (e.g., Latin and Caribbean influences in American music); many emerged from a blending of distinct musical styles.

Contributions of some prominent American composers:  
Gershwin - jazz in classical musical forms, Copland - integrated national American idioms into his music, Ellington - led and shaped jazz styles in American music  
Other styles are rooted in American culture (e.g., folk, popular, country, blues)

**Purposes of music: (different roles of music)**  
**Ceremonial** - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  
**Recreational** - 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)  
**Artistic expression** - music created with

|  |  |   |
|--|--|---|
|  |  | <p><b>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)</b></p> |
|--|--|---|



CUMBERLAND COUNTY  
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

| School: CCHS   | Subject: Art and Humanities  | Grade: 9-12   |
|--|--|---|
| <b>Benchmark Assessment 4</b>  |  |   |
| Instructional Timeline: 7-9 weeks  |  |   |
| Topic(s): Drama  |  |   |
| Kentucky Core Academic Standards   | Learning Targets (I Can Statements)  | Key Vocabulary  |
| <p><b>AH-HS-1.3.1</b><br/>Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works.</p> <p><b>AH-HS-2.3.1</b><br/>Students will analyze or evaluate how factors such as time, place and ideas are reflected in drama.</p> <p>AH-HS-3.3.1<br/>Students will explain how drama/theatre fulfills a variety of purposes.</p> <p>AH-HS-4.3.1<br/>Students will create and perform using elements of drama. (Literary - script writing, Technical - designing and directing, Performance- acting)</p> <p>AH-HS-4.3.2<br/>Students will identify skills and training necessary for a variety of careers related to drama.</p> | <p>I can analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works.</p> <p>I can analyze or evaluate how factors such as time, place and ideas are reflected in drama.</p> <p>I can explain how drama/theatre fulfills a variety of purposes.</p> <p>I can create and perform using elements of drama.</p> <p>I can identify skills and training necessary for a variety of careers related to drama.</p> | <p><b>Elements of drama:</b></p> <p><b>Literary elements – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy</b></p> <p><b>Technical elements - Scenery, Sound, Lights, Make-up, Props, Costumes, Design</b></p> <p><b>Performance elements - Acting (e.g., character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</b></p> <p><b>Japanese Culture (history and characteristics of Kabuki theatre)</b></p> <p><b>Historical Periods: (in chronological order)</b><br/>(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)</p> <p><b>Renaissance (commedia dell'arte,</b></p> |



**Shakespeare and Elizabethan theatre)**  
**Neo-Classicism/“Classical” (satire)**  
**Romantic (melodrama)**  
**Realism (Henrik Ibsen, George Bernard Shaw)**

**American Culture:**

**American playwrights’ role with realism in theatre (Tennessee Williams, Arthur Miller)**

**Modern & Contemporary (impact of technology on drama/theatre, the development of American musical theatre)**

Purposes of drama/theatre: (different roles of drama)

Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)

Passing on tradition and culture - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)

Recreational - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)

Artistic expression - drama created with the intent to express or communicate emotion, feelings, ideas, information

(e.g., dramatic works created and performed in a theatrical setting for an audience)

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

| School: CCHS  | Subject: Art and Humanities   | Grade: 9-12                 |
|---|---|-----------------------------|
| <b>Benchmark Assessment 5</b>   |   |                             |
| Instructional Timeline: 9 weeks +   |   |                             |
| Topic(s): Interrelationships among the Arts (connecting them all together)  |   |                             |
| Kentucky Core Academic Standards  | Learning Targets (I Can Statements)   | Key Vocabulary              |
| <p><b>AH-HS-5.5.2</b><br/><i>Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</i></p> <p><b>AH-HS-5.5.1</b><br/><i>Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy)</i></p> | <p>I can will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</p> <p>I can compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy)</p> <p>I can explain common terms and concepts used in various arts (e.g., tempo in dance and music)</p> <p>I can analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</p> <p>I can interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</p> <p>I can explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy</p> | <p>ALL PRIOR VOCABULARY</p> |

|  |  |  |
|--|--|--|
|  | lifestyle, fractions in music notation and mathematics, composing music and writing) |  |
|--|--|--|



CUMBERLAND COUNTY  
PANTHERS