

Grade 5 Music	Unit 1: Elements of Music		Suggested Length: 23 60-minute periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does a musician use the elements of music to create?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-5-M-1 Students will express elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing, and creating. <input type="checkbox"/> AH-5-M-2 Students will analyze how elements of music are used in performing, listening to, and/or creating music. <input type="checkbox"/> AH-5-M-3 Students will create music with developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions. <input type="checkbox"/> AH-5-M-4 Students will create a simple composition using the elements of music. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music. DOK 3 <p>Elements of Music:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Rhythm</u> – time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure <input type="checkbox"/> <u>Tempo</u> – steady beat, slower or faster <input type="checkbox"/> <u>Melody</u> – shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) <input type="checkbox"/> <u>Harmony</u> – parts (notes performed together to create harmony), 	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythm <input type="checkbox"/> Time Signature <input type="checkbox"/> Whole Note <input type="checkbox"/> Half Note <input type="checkbox"/> Quarter Note <input type="checkbox"/> Eighth Note <input type="checkbox"/> Sixteenth Note <input type="checkbox"/> Bar lines <input type="checkbox"/> 4/4 Time <input type="checkbox"/> 3/4 Time <input type="checkbox"/> 2/4 Time <input type="checkbox"/> Duple meter <input type="checkbox"/> Triple meter <input type="checkbox"/> Melody <input type="checkbox"/> Treble Clef <input type="checkbox"/> Musical Alphabet <input type="checkbox"/> Staff <input type="checkbox"/> Lines/Spaces <input type="checkbox"/> Melodic Direction <input type="checkbox"/> Upward <input type="checkbox"/> Downward <input type="checkbox"/> Repeating <input type="checkbox"/> Step <input type="checkbox"/> Skip <input type="checkbox"/> Leap <input type="checkbox"/> High register <input type="checkbox"/> Low register <input type="checkbox"/> Pitch <input type="checkbox"/> Dynamics <input type="checkbox"/> Forte <input type="checkbox"/> Piano <input type="checkbox"/> Mezzo Forte <input type="checkbox"/> Mezzo Piano <input type="checkbox"/> Tempo <input type="checkbox"/> Fast <input type="checkbox"/> Slow 	<ul style="list-style-type: none"> <input type="checkbox"/> Lectures and Notes Review Rhythm DOK 1 <input type="checkbox"/> Connection of Note Values to Mathematical Fractions. Comparing Whole note to a whole value, Half note to one/half, etc. Use the connection also with money. DOK 2 <input type="checkbox"/> Read, Clap, Play on instruments and write own various combinations of rhythms DOK 2 <input type="checkbox"/> Introduce time signature as a mathematical symbol of time in music. Demonstrate how to find various times using the time signature. DOK 2 <input type="checkbox"/> Chart various time signatures as a tool in finding values of the notes according to the specific time signature DOK 1 <input type="checkbox"/> Assignment – Create and play 8 measure of rhythms based on various time signatures DOK 2 <input type="checkbox"/> Time Signature Practice sheet DOK 2 <input type="checkbox"/> Assignment – completing missing measure based on the identified time signatures <input type="checkbox"/> <u>OPEN RESPONSE</u> - Use of Time Signature DOK 2 <input type="checkbox"/> Identify Treble Clef and Staff and musical alphabet DOK 1 <input type="checkbox"/> Practice writing all pitches of the Treble Staff DOK 1 <input type="checkbox"/> Read pitch on the Treble Staff (verbally) DOK 1 <input type="checkbox"/> Assignment – complete worksheet identifying specific pitches on the treble staff DOK 1 <input type="checkbox"/> Introduction to Keyboard – Multiple lessons for identifying keys, associating pitch on printed music with appropriate keys. DOK 1 <input type="checkbox"/> Practice keyboard playing using melodies previously learned when they played recorders in 4th grade DOK 1 <input type="checkbox"/> <u>Assessment</u> - Choice of 4 new songs performed on keyboard. Scored by a rubric in which the students choose the criteria. DOK 2 <input type="checkbox"/> Lecture and Notes Review Dynamics DOK 1 <input type="checkbox"/> Match game – identifying the similarities and differences between each dynamic levels using both English and

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	<p>major/minor (aurally); unison (non harmony)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form – call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <input type="checkbox"/> Timbre (tone color) – 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) <input type="checkbox"/> Dynamics – soft (piano – <i>p</i>), medium soft (mezzo piano – <i>mp</i>), medium loud (mezzo forte – <i>mf</i>), loud (forte – <i>f</i>) <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.1.2 Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass). <input type="checkbox"/> AH-05-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. <input type="checkbox"/> AH-05-4.1.2 Students will create and perform simple melodies of rhythmic accompaniments to given melodies. <input type="checkbox"/> AH-05-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases. <input type="checkbox"/> AH-05-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. <input type="checkbox"/> AH-05-4.1.5 Students will sing alone and with others a varied repertoire of music. 	<ul style="list-style-type: none"> <input type="checkbox"/> Moderate <input type="checkbox"/> Keyboard 	<p>Italian terms DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lecture and Notes Review of Tempo DOK 1 <input type="checkbox"/> Play various recording on the CD player, identifying and moving to specific tempos DOK 2 -“Flight of the Bumblebee” – fast -“Asa’s Death” – slow -“Pomp and Circumstance” - moderate <input type="checkbox"/> <u>CATS like assessment</u> – Multiple Choice and Open Response questions covering music elements this semester. DOK 2 <input type="checkbox"/> Review Timbre (Tone Color) by classifying and grouping instruments in families based on how their sound is created DOK 2 <input type="checkbox"/> Worksheet for identifying orchestra instruments and individual instruments of the orchestra DOK 1 <input type="checkbox"/> <u>CATS like assessment</u> – OR questions concerning how instrumental sounds are created and comparing instruments of various families DOK 2 <input type="checkbox"/> Students will sing a variety of songs that are used while dancing Appalachian recreational dances. DOK 1

Grade 5 Music	Unit 2: Cultures, Time Periods and Styles		Suggested Length: 10 60-minute periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do people of various world cultures use music to identify and express themselves?</p> <p>2. Why is there such a variety of musical styles throughout time and history?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-5-M-5 Students will compare and contrast music of diverse cultures, periods, and styles using appropriate terminology. <input type="checkbox"/> AH-5-M-6 Students will create products to demonstrate music from diverse cultures, periods, and styles. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history. DOK 3 <p>Cultures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <ul style="list-style-type: none"> <input type="checkbox"/> 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, Appalachian – dulcimer, fiddle, banjo, guitar, West African- drums, rattles, thumb piano); polyrhythms in Western African music not in Native American <p>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American (e.g., work songs, game songs, patriotic, lullaby, folk music) 	<p><u>NATIVEAMERICAN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drum <input type="checkbox"/> Rattles <input type="checkbox"/> Flutes <input type="checkbox"/> Simple rhythms <p><u>AMERICAN FOLK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guitar <input type="checkbox"/> Banjo <input type="checkbox"/> Mandolin <input type="checkbox"/> Sting bass <input type="checkbox"/> Dulcimer <input type="checkbox"/> Fiddle (violin) <p><u>WEST AFRICAN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drums <input type="checkbox"/> Bells <input type="checkbox"/> Shakers <input type="checkbox"/> Polyrhythms <p><u>MUSICAL STYLES</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Blues <input type="checkbox"/> Spirituals <input type="checkbox"/> Game songs <input type="checkbox"/> Folk songs <input type="checkbox"/> Work songs <input type="checkbox"/> Lullabies <input type="checkbox"/> Marches <input type="checkbox"/> Patriotic <input type="checkbox"/> Bluegrass 	<ul style="list-style-type: none"> <input type="checkbox"/> Observe a variety of performances (video) of the performance of Native American, West African and Appalachian music. DOK 1 <input type="checkbox"/> Students will experience African polyrhythms by creating and performing in groups of 3 original rhythm patterns. Use of a variety of percussion instruments. DOK 2 <input type="checkbox"/> Demonstration of Folk Instruments (banjo, dulcimer, guitar, fiddle, mandolin, spoons, jaw harp, etc.) DOK 1 <input type="checkbox"/> Students will experience playing the variety of folk instruments DOK 1 <input type="checkbox"/> Discuss the history and evolution of folk instruments from their European and African origins DOK 1 <input type="checkbox"/> Discuss purposes of a variety of musical styles in various cultures DOK 1 <input type="checkbox"/> Listen to and identify the characteristics of a variety of musical styles DOK 2 <input type="checkbox"/> Compare and contrast musical styles of a variety of cultures DOK 3 <input type="checkbox"/> <u>CATS like assessments</u> in Multiple Choice and Open Response Form over the three cultures DOK 3

Grade 5 Music	Unit 2: Cultures, Time Periods and Styles		Suggested Length: 10 60-minute periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Native American includes period in North American before European settlement <input type="checkbox"/> European influences in American music, similarities between music in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) <input type="checkbox"/> AH-05-3.1.1 Students will describe or explain how music fulfills variety of purposes. DOK 2 <p>Purposes of music: (different roles of music)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship) <input type="checkbox"/> <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) <input type="checkbox"/> <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) 		

Grade 5 Dance	Unit 3: Dance Elements & Performance		Suggested Length: 6 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

Grade 5 Dance	Unit 3: Dance Elements & Performance		Suggested Length: 6 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do I use the elements of dance to create and perform?</p> <p>2. How do dancers and choreographers create and/or perform?</p> <p>3. How do I use dance to express my ideas and feelings?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-5-Da-1 Demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of movement (space, time, force) <input type="checkbox"/> AH-5-Da-2 Use appropriate terminology to analyze ideas or emotions expressed through a movement sequence. <input type="checkbox"/> AH-5-Da-3 Use Appropriate terminology to describe who two example of dance are similar and different. <input type="checkbox"/> AH-5-Da-4 Create a dance that uses the elements of dance. <input type="checkbox"/> AH-5-Da-5 Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and nonlocomotor (bend, stretch, twist, swing) movements are used to create simple dances. <input type="checkbox"/> AH-5-Da-6 Create and perform in a small group simple dances with a beginning, middle, and end using a combination of locomotor and nonlocomotoer movements. <input type="checkbox"/> AH-5-Da-9 Analyze personal creations and those of others using appropriate vocabulary. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.2.1 Students will analyze or explain the use of elements of dance in a variety of dances. DOK 3 <p>Elements of Dance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Space – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low) shape (individual and group shapes) <input type="checkbox"/> Time (tempo) – dance movements that 	<ul style="list-style-type: none"> <input type="checkbox"/> SPACE <ul style="list-style-type: none"> <input type="checkbox"/> General <input type="checkbox"/> Personal <input type="checkbox"/> Level <ul style="list-style-type: none"> <input type="checkbox"/> High <input type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> Pathways <ul style="list-style-type: none"> <input type="checkbox"/> Straight <input type="checkbox"/> Curved <input type="checkbox"/> Zigzag <input type="checkbox"/> Direction <ul style="list-style-type: none"> <input type="checkbox"/> Forward, Backward <input type="checkbox"/> Sideways, Diagonal <input type="checkbox"/> Clockwise, counter clockwise <input type="checkbox"/> Shape <ul style="list-style-type: none"> <input type="checkbox"/> Wide, narrow <input type="checkbox"/> Twisted <input type="checkbox"/> Open, Closed <input type="checkbox"/> TIME <ul style="list-style-type: none"> <input type="checkbox"/> Tempo – fast, slow <input type="checkbox"/> Beat <input type="checkbox"/> Rhythm <input type="checkbox"/> Duration <input type="checkbox"/> FORCE <ul style="list-style-type: none"> <input type="checkbox"/> Energy <input type="checkbox"/> Muscular Tension <input type="checkbox"/> Heavy <input type="checkbox"/> Medium <input type="checkbox"/> Soft <input type="checkbox"/> Locomotor <ul style="list-style-type: none"> <input type="checkbox"/> Walk <input type="checkbox"/> Run <input type="checkbox"/> Gallop 	<ul style="list-style-type: none"> <input type="checkbox"/> Note Taking/Summarizing – Dance elements DOK 1 <input type="checkbox"/> View KET produced Dance Tool Kit <i>Dance Sense</i> videos to learn about characteristics and elements of dance. DOK 1 <ul style="list-style-type: none"> o Segment 1 – What is dance? – Complete written notes from video <input type="checkbox"/> Kinesthetic activities that demonstrate individual elements of movements. Students will demonstrate their understanding of each element of dance as directed. (space, level, force) DOK 2 <input type="checkbox"/> View KET produced <i>Dance Sense</i> videos to elaborate about the elements of dance – space, time, and force DOK 1 <ul style="list-style-type: none"> o Segment 4 – Elements of Dance – complete written notes from video <input type="checkbox"/> <u>Produce poster</u> presenting locomotor and nonlocomotor movements. Student produced RUBRIC. Samples of Proficient work will be demonstrated. Analyze a sample of Novice work as students make suggestions that would improve it to become a Proficient sample. DOK 2 <input type="checkbox"/> Kinesthetic activities – demonstrating locomotor and nonlocomotor movements. DOK 2 <input type="checkbox"/> Use digital camera and printer to produce images of each student demonstrating a locomotor or nonlocomotor movement of their choice. This image is to be included on the Poster mentioned above. DOK 1 <input type="checkbox"/> <u>Open Response – CATS like released item – practice as a class, showing samples of student work (one each of 4, 3, 2, 1 responses) Look at four pictures of movement (dance and athletic). Describe the similarities and differences of the different types of movement.</u> DOK 2 <input type="checkbox"/> What is the role of a choreographer? As guided by the instructor on how to create an original dance sequence or exercise, students will contribute to the class dance by making suggestions on how to move. Two locomotor and 2 nonlocomotor movements will be chosen. Directions will be written specifically, as if the

Grade 5 Dance	Unit 3: Dance Elements & Performance		Suggested Length: 6 60-minute class periods
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>follow a steady beat or move faster or slower</p> <ul style="list-style-type: none"> <input type="checkbox"/> Force – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound) <input type="checkbox"/> Dance Form – call and response, AB, ABA, choreography <p><input type="checkbox"/> AH-05-1.2.2 Students will describe how dance uses time, space, force, and various locomotor and nonlocomotor movements to communicate ideas, thought, and feelings. DOK 3</p> <p><input type="checkbox"/> AH-05-4.2.1 Students will create patterns of movement incorporating the elements of dance (space, time and force).</p> <p><input type="checkbox"/> AH-05-4.2.2 Students will create a movement sequence with a beginning, middle and end.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leap <input type="checkbox"/> Hop <input type="checkbox"/> Jump <input type="checkbox"/> Skip <input type="checkbox"/> Slide <input type="checkbox"/> Nonlocomotor <input type="checkbox"/> Bend <input type="checkbox"/> Stretch <input type="checkbox"/> Twist <input type="checkbox"/> Swing <input type="checkbox"/> Pedestrian <input type="checkbox"/> Athletic <input type="checkbox"/> Dance <input type="checkbox"/> Choreographer <input type="checkbox"/> Choreography 	<p>reader doesn't know how to do the dance. They will move, write out the specific directions and perform the class-led dance as a class. Students may (and are encouraged) use diagrams or drawings in their descriptions. DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Real-life connections. Connect the role of the dance choreographer creating a dance to that of a sports coach writing out plays for a ball team. DOK 2 <input type="checkbox"/> <u>Create and perform with partner – 32-beat dance</u> (Cooperative Learning Groups - pairs) that demonstrates the following – space, direction, level and timing – RUBRIC for both performance and written directions. DOK 3 <input type="checkbox"/> <u>Open Response</u> - teacher written CATS-like question. DOK 2 <input type="checkbox"/> <u>Exit Slips</u> – informal assessment of daily lectures DOK 2 <input type="checkbox"/> Analyze video segments of dance performances by others DOK 3 <input type="checkbox"/> <u>Written assessment</u> of core content – CATS like multiple choice questions and open response questions (teacher made). Grades will be taken on test following it's scoring. Students will take their written notes and study guides, making corrections on their tests. A second score will be given for the corrected test. DOK 2

Grade 5 Dance	Unit 4: Historical and Cultural Context		Suggested Length: 6 60-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How does dance reflect cultures, periods, and	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-5-Da-7 Participate in dance activities by performing traditional folk dances, square dances, and ethnic dances (e.g., Native American, African American)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> CULTURES <input type="checkbox"/> Native American <input type="checkbox"/> African <input type="checkbox"/> Appalachian 	<ul style="list-style-type: none"> <input type="checkbox"/> View KET produced <i>Dance Sense</i> videos to learn about Native American and West African dance. DOK 1 ○ Segment 2 – dance in various culture ○ Segment 3 – Native American, African, European

Grade 5 Dance	Unit 4: Historical and Cultural Context		Suggested Length: 6 60-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>styles?</p> <p>2. What are the purposes of dance?</p> <p>3. Why are culture, style, and purpose important in dance?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-5-Da-8 Describe dances of different cultures, purposes, and styles.</i> <input type="checkbox"/> <i>AH-5-Da-10 Express openness to differences and commonalities among diverse cultures, purposes, and styles.</i> <input type="checkbox"/> <i>AH-5-Da-11 Demonstrate knowledge of the origin and history of a variety of dances.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2 <p>Cultures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <ul style="list-style-type: none"> <input type="checkbox"/> 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>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances) <input type="checkbox"/> Native American includes period in North American before European settlement <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-3.2.1 Students will describe or explain how dance fulfills a variety of 	<ul style="list-style-type: none"> <input type="checkbox"/> PURPOSES OF DANCE <ul style="list-style-type: none"> <input type="checkbox"/> Ceremonial <ul style="list-style-type: none"> <input type="checkbox"/> Religious Ritual <input type="checkbox"/> Celebration <input type="checkbox"/> Hunting <input type="checkbox"/> Recreational <ul style="list-style-type: none"> <input type="checkbox"/> Folk <input type="checkbox"/> Social <input type="checkbox"/> Clogging <input type="checkbox"/> Artistic <ul style="list-style-type: none"> <input type="checkbox"/> Modern <input type="checkbox"/> Jazz <input type="checkbox"/> Ballet <input type="checkbox"/> Tap 	<p>dance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Close Vocabulary activity over the Dance Videos DOK 2 <input type="checkbox"/> Note taking/Summarizing Dance in cultures DOK 1 <input type="checkbox"/> Compare/Contrast dances of the cultures DOK 2 <input type="checkbox"/> <u>CATS like Open Response</u> – Similarities and difference in dances of the 3 cultures of study. DOK 3 <input type="checkbox"/> <u>Cooperative Learning</u> activity - Research periods of history – dance to music the way someone from that time period would have danced. Present to class. RUBRIC DOK 3 <input type="checkbox"/> View KET produced videotape <i>DANCE IN CULTURES</i>. Listen and observe performances from African/Native American culture – discuss how the different cultures use dance/movement to tell stories that express their culture. DOK 2 <input type="checkbox"/> <u>Perform “Little Johnny Brown”</u> - a recreational dance of the Georgia Sea Islands. This dance was performed by descendants of slaves symbolizing honesty, community and respect for elders and those who have passed. Compare to other cultural dances. Performance RUBRIC DOK 2 <input type="checkbox"/> <u>Perform “Going to Boston”</u> an Appalachian “play party game” that dates from early settlement from England. This dance uses steps and movement characteristic of diverse culture, periods, and styles. Performance RUBRIC DOK 2 <input type="checkbox"/> Listen to music from African/Native American cultures – capture mood of music through movement. DOK 1 <input type="checkbox"/> <u>Perform “Alligator Dance”</u> – demonstrating elements of Native American music and dance. Compare to the “Zuni Harvest” dance that is viewed on videotape. Performance RUBRIC DOK 2 <input type="checkbox"/> <u>Perform “Once Upon a Summers Day”</u> - a renaissance dance from England that dates as currently as 1920 in the Appalachian region of the United States. Compare to other cultural dances of the region. – Performance RUBRIC DOK 2 <input type="checkbox"/> <u>CATS like Written Assessment</u> – multiple choice and

Grade 5 Dance	Unit 4: Historical and Cultural Context		Suggested Length: 6 60-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>purposes. DOK 2</p> <p>Purposes of dance: (different roles of dance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <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) <input type="checkbox"/> <u>Recreational</u> – dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) <p><input type="checkbox"/> AH-05-4.2.3 Students will perform traditional folk dances, square dances, and ethnic dances (Native American, West African/African-American, Early American and folk)</p>		<p>open response type questions covering core content on cultures DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the differences between the purposes of dance in all cultures. DOK 3 <input type="checkbox"/> <u>Exit Slip</u> – informally assessing knowledge from daily lectures DOK 2

Grade 5 Drama	Unit 5: Drama Unit		Suggested Length: 4 ½ weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How are these elements used?</p> <p>2. Which elements of drama,</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-5-DR-1 Analyze elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up) and acting (e.g., voice, expression, diction, projection) in a variety of dramatic works. 	<ul style="list-style-type: none"> <input type="checkbox"/> Storyline (plot) <input type="checkbox"/> Beginning, Middle, End <input type="checkbox"/> Character <input type="checkbox"/> Dialogue 	<ul style="list-style-type: none"> <input type="checkbox"/> Define the vocabulary DOK 1 <input type="checkbox"/> Apply the vocabulary to a movie or clips from a play DOK 2 <input type="checkbox"/> Discuss answers DOK 2 <input type="checkbox"/> Create their own stage using their bedroom as a starting

Grade 5 Drama	Unit 5: Drama Unit		Suggested Length: 4 ½ weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>production, and performance are essential in presenting a story from various cultures?</p> <p>3. How are these elements used?</p> <p>4. Why is drama important to the people of various cultures?</p> <p>5. Which elements of drama, production, and performance are essential in presenting original stories?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AH-5-DR-2 Collaborate with others to create dramatic works using elements of drama <input type="checkbox"/> AH-5-DR-3 Reflect on, interpret, and revise own work and/or works of others <input type="checkbox"/> AH-5-DR-4 Use appropriate terminology to evaluate personal dramatic creations and those of others. <input type="checkbox"/> AH-5-DR-5 Communicate recognition of specific cultures, periods, and styles within dramatic works. <input type="checkbox"/> AH-5-DR-6 Examine the effects of time, place, personality on dramatic works. <input type="checkbox"/> AH-5-DR-7 Create products or performances to demonstrate drama from diverse cultures. <input type="checkbox"/> AH-5-DR-8 Describe and discuss theatres' roles in and contributions to communities. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.3.1 Students will analyze or explain the use of elements of drama in dramatic works. DOK 3 <p>Elements of Drama:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <input type="checkbox"/> <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <input type="checkbox"/> <u>Performance Elements</u> – Acting (how speaking, moving help to characters) Speaking – vocal expression, projection, speaking style, diction Nonverbal expression – gestures, facial expression, movement 	<ul style="list-style-type: none"> <input type="checkbox"/> Monologue <input type="checkbox"/> Conflict <input type="checkbox"/> Scenery (set) <input type="checkbox"/> Costumes <input type="checkbox"/> Props <input type="checkbox"/> Sound and music <input type="checkbox"/> Make-up <input type="checkbox"/> Acting <input type="checkbox"/> Vocal Expression <input type="checkbox"/> Speaking style <input type="checkbox"/> Diction <input type="checkbox"/> Gesture <input type="checkbox"/> Facial Expression <input type="checkbox"/> Movement <input type="checkbox"/> Script <input type="checkbox"/> Scenario <input type="checkbox"/> Dramatization <input type="checkbox"/> Storytelling <input type="checkbox"/> Improvisation <input type="checkbox"/> Native American <input type="checkbox"/> Appalachian <input type="checkbox"/> West African <input type="checkbox"/> Myths <input type="checkbox"/> Legends <input type="checkbox"/> Folktales <input type="checkbox"/> Passing on traditional culture <input type="checkbox"/> Sharing the human experience <input type="checkbox"/> Improvisation <input type="checkbox"/> Mimicry <input type="checkbox"/> Creative dramatics <input type="checkbox"/> Role playing <input type="checkbox"/> Pantomime <input type="checkbox"/> Storytelling <input type="checkbox"/> Recreation 	<p>point DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create their own drama based on a conflict in their life, focusing on the plot development DOK 3 <input type="checkbox"/> Discuss purposes of drama in different cultures. DOK 1 <input type="checkbox"/> Discuss different types of stories DOK 1 <input type="checkbox"/> Students will be assigned to perform in 1 of 3 different plays that are representative of these three cultures studied DOK 3 <input type="checkbox"/> Students will create their props & costumes DOK 3 <input type="checkbox"/> Students will monitor and director their own & each others performance DOK 3 <input type="checkbox"/> Students will be assessed on overall performance and effort DOK 3 <input type="checkbox"/> Play "Theater Games" found on internet and other resources DOK 2 <input type="checkbox"/> Work on team building DOK 2 <input type="checkbox"/> Work on acting (improvisation) in front of the class DOK 2 <input type="checkbox"/> Work on role playing, storytelling/re-telling DOK 2 <input type="checkbox"/> Be able to identify the vocabulary in classmates' performances. DOK 3 <input type="checkbox"/> Become comfortable with acting in front of classmates DOK 2

Grade 5 Drama	Unit 5: Drama Unit		Suggested Length: 4 ½ weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.3.2 Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or classroom dramatization. <input type="checkbox"/> AH-05-1.3.3 Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling). <input type="checkbox"/> AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history. DOK 2 <p>Cultures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> (The use of storytelling, myths, legends, folktales in these cultures) <p>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American – European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America) <input type="checkbox"/> Native American includes period in North American before European settlement <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-3.3.1 Students will describe or explain how drama/theatre fulfills a variety of purposes. DOK 2 		

Grade 5 Drama	Unit 5: Drama Unit		Suggested Length: 4 ½ weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Purposes of Drama/Theatre: (different roles of drama)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Sharing the human experience</u> – to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works) <input type="checkbox"/> <u>Passing on traditional and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends) <input type="checkbox"/> <u>Recreational drama</u> for entertainment (e.g., drama/theatre as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – 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) <p><input type="checkbox"/> AH-05-4.3.1 Students will create and perform using elements of drama (Literary, Technical, Performance)</p>		

Grade 5 Visual Arts	Unit 6: Elements & Principles of Art Review		Suggested Length: 1 ½ Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principles to create art?</p> <p>2. How can we create artwork using various</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-5-VA-1 Express ideas, images, or patterns utilizing elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis pattern). <input type="checkbox"/> AH-5-VA-2 Analyze how elements of art and principles of design are used in a variety of art works. 	<ul style="list-style-type: none"> <input type="checkbox"/> Elements of art <input type="checkbox"/> Line <input type="checkbox"/> Shape <input type="checkbox"/> Form <input type="checkbox"/> Texture <input type="checkbox"/> Color <input type="checkbox"/> Primary <input type="checkbox"/> Secondary 	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding Art Textbook DOK 1 <input type="checkbox"/> Lesson #2 (page 6): Divide paper into 6 sections. Fill in each section with one element of art. (e.g., primary lines, secondary shapes, "from" using value, texture using neutral; warm, cool colors DOK 3 <input type="checkbox"/> Lesson #4 (page 12): Divide paper using calligraphy, your monogram put your monogram in each section using principles of design listed for this grade DOK 3

Grade 5 Visual Arts	Unit 6: Elements & Principles of Art Review		Suggested Length: 1 ½ Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>media and processes?</p> <p>3. How are the elements of art and the principles of design evident in the art of various cultures?</p> <p>4. What are the characteristics of the art in various cultures?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AH-5-VA-3 Reflect on, interpret, and revise own works of art and/or works of others. <input type="checkbox"/> AH-5-VA-4 Use appropriate terminology to evaluate personal artistic creations and those of others. <input type="checkbox"/> AH-5-VA-5 Use a variety of media (e.g., crayon, pencil, paint, fabric, yarn, clay, paper, papier-mâché), and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art. <input type="checkbox"/> AH-5-VA-6 Describe how media and processes are used for creating a variety of art works. <input type="checkbox"/> AH-5-VA-7 Analyze how responses to personal works of art and the works of others are influenced by various media and processes. <input type="checkbox"/> AH-5-VA-8 Examine the effects of time, place, and purpose on art forms. <input type="checkbox"/> AH-5-VA-9 Investigate and communicate the differences and commonalities in visual artistic expressions from diverse cultures and periods. <input type="checkbox"/> AH-5-VA-10 Demonstrate through products forms of art from diverse cultures. <input type="checkbox"/> AH-5-VA-11 Create products that demonstrate forms of art from diverse cultures. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art. DOK 3 <p><u>Elements of art:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, and Color 	<ul style="list-style-type: none"> <input type="checkbox"/> Warm <input type="checkbox"/> Cool <input type="checkbox"/> Neutral <input type="checkbox"/> Complimentary <input type="checkbox"/> Color scheme <input type="checkbox"/> Color group <input type="checkbox"/> Principles of design <input type="checkbox"/> Emphasis <input type="checkbox"/> Focal point <input type="checkbox"/> Pattern <input type="checkbox"/> Balance <input type="checkbox"/> Symmetry <input type="checkbox"/> Asymmetry <input type="checkbox"/> Contrast <input type="checkbox"/> Abstract <input type="checkbox"/> Nonobjective <input type="checkbox"/> Design <input type="checkbox"/> Calligraphy <input type="checkbox"/> Folk art <input type="checkbox"/> Ceremonial <input type="checkbox"/> Functional art <input type="checkbox"/> Lines <input type="checkbox"/> Shapes <input type="checkbox"/> Colors <input type="checkbox"/> Patterns <input type="checkbox"/> Balance <input type="checkbox"/> Clay <input type="checkbox"/> Pottery <input type="checkbox"/> Green ware <input type="checkbox"/> Leather <input type="checkbox"/> Bone dry <input type="checkbox"/> Score <input type="checkbox"/> Slip <input type="checkbox"/> Coil <input type="checkbox"/> Slab <input type="checkbox"/> Pinch <input type="checkbox"/> Kiln/fire <input type="checkbox"/> Bisque ware <input type="checkbox"/> Folk art 	<ul style="list-style-type: none"> <input type="checkbox"/> Native American vs. Mexican/Pre-Columbian DOK 1 <input type="checkbox"/> Different Native cultures will be studied as will their styles & purposes DOK 1 <input type="checkbox"/> Students will create coil pots with Native American & Pre-Columbian designs. DOK 3 <input type="checkbox"/> Finished projects will be critiqued in class with emphasis on cultural symbols, student's choice of vocabulary DOK 2 <input type="checkbox"/> Navajo vs. African (Adrinka) Similarities and differences in line color pattern DOK 1 <input type="checkbox"/> Study two cultures DOK 1 <input type="checkbox"/> Discuss using "Understanding Art" textbook as a basis for comparison DOK 2 <input type="checkbox"/> Students are to pick one cultural weaving & create theirs using similar lines & patterns DOK 3 <input type="checkbox"/> Work will be presented & critiqued in class with focus on vocabulary and cultures DOK 2 <input type="checkbox"/> European influences 1620 – 1750 Baroque Time Period DOK 1 <input type="checkbox"/> Briefly discuss what was going on in history, why did the Europeans have influence on colonial people. DOK 1 <input type="checkbox"/> Miniature portraits (project) DOK 3 <input type="checkbox"/> View Taft collections DOK 1 <input type="checkbox"/> In class critique DOK 2

Grade 5 Visual Arts	Unit 6: Elements & Principles of Art Review		Suggested Length: 1 ½ Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(primary and secondary hues) and color schemes/groups (warm, cool, neutral-black, white, gray, sometimes brown/beige as earth tones)</p> <p>Principles of design:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white rough/smooth) <input type="checkbox"/> AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2 <p>Cultures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <ul style="list-style-type: none"> <input type="checkbox"/> 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>Periods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American <input type="checkbox"/> 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.) <input type="checkbox"/> Native American includes period in 	<ul style="list-style-type: none"> <input type="checkbox"/> Ceremonial <input type="checkbox"/> Functional art <input type="checkbox"/> Lines <input type="checkbox"/> Shapes <input type="checkbox"/> Colors <input type="checkbox"/> Patterns <input type="checkbox"/> Balance <input type="checkbox"/> Loom <input type="checkbox"/> Weft <input type="checkbox"/> Warp <input type="checkbox"/> Weaving <input type="checkbox"/> Narrative <input type="checkbox"/> Colonial <input type="checkbox"/> Baroque <input type="checkbox"/> Colonies <input type="checkbox"/> Portraits <input type="checkbox"/> 	

Grade 5 Visual Arts	Unit 6: Elements & Principles of Art Review		Suggested Length: 1 ½ Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>North America before European settlement</p> <ul style="list-style-type: none"> ❑ AH-05-3.4.1 Students will describe or explain how art fulfills a variety of purposes. DOK 2 <p>Purposes of art: (different roles of art)</p> <ul style="list-style-type: none"> ❑ Ceremonial - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks) ❑ Artistic expression - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) ❑ Narrative - 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) ❑ Functional - artistic objects used in everyday life (e.g., pottery, quilts, baskets.) <ul style="list-style-type: none"> ❑ AH-05-4.4.1 Students will create artwork using the elements of art and principles of design. ❑ AH-05-4.4.2 Students will use a variety of media and art process to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. 		