

Grade 6 Music	Unit 1: Elements of Music		Suggested Length: 23 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 music to create and perform?</p> <p>2. How do musicians use the elements to create &amp; perform?</p> <p>3. What are various ways music is organized?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-6-M-1 Students will demonstrate an understanding of the elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing and creating.</li> <li><input type="checkbox"/> AH-6-M-2 Students will describe the use of elements in musical examples.</li> <li><input type="checkbox"/> AH-6-M-3 Students will read and perform, vocally and instrumentally, increasing complex melodic and rhythmic patterns in treble and bass clefs.</li> <li><input type="checkbox"/> AH-6-M-4 Students will demonstrate ideas and emotions through performance and/or composition using performance techniques, practices and music concepts.</li> <li><input type="checkbox"/> AH-6-M-4 Students will create and notate a simple composition incorporating the elements of music.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music. DOK</li> </ul> <p><b>Elements of Music:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Rhythm</u></b> – syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note)</li> <li><input type="checkbox"/> <b><u>Tempo</u></b> – Allegro, Moderato, Largo, Presto</li> <li><input type="checkbox"/> <b><u>Melody</u></b> – melodic phrase, treble and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole Note/Rest</li> <li><input type="checkbox"/> Half Note/Rest</li> <li><input type="checkbox"/> Quarter Note/Rest</li> <li><input type="checkbox"/> Eighth Note/Rest</li> <li><input type="checkbox"/> Sixteenth Note/Rest</li> <li><input type="checkbox"/> Dotted Half Note/Rest</li> <li><input type="checkbox"/> Dotted Quarter Note/Rest</li> <li><input type="checkbox"/> Syncopation</li> <li><input type="checkbox"/> Allegro</li> <li><input type="checkbox"/> Moderato</li> <li><input type="checkbox"/> Largo</li> <li><input type="checkbox"/> Phrase</li> <li><input type="checkbox"/> Bass Clef</li> <li><input type="checkbox"/> Bass Clef Pitch notes</li> <li><input type="checkbox"/> Sharp</li> <li><input type="checkbox"/> Flat</li> <li><input type="checkbox"/> Key Signature</li> <li><input type="checkbox"/> Harmonic Intervals</li> <li><input type="checkbox"/> Melodic Intervals</li> <li><input type="checkbox"/> Triads (Chords)</li> <li><input type="checkbox"/> Whole Steps</li> <li><input type="checkbox"/> Half Steps</li> <li><input type="checkbox"/> Major Scale</li> <li><input type="checkbox"/> Minor Scale</li> <li><input type="checkbox"/> Rondo</li> <li><input type="checkbox"/> Theme &amp; Variations</li> <li><input type="checkbox"/> Soprano</li> <li><input type="checkbox"/> Alto</li> <li><input type="checkbox"/> Tenor</li> <li><input type="checkbox"/> Bass</li> <li><input type="checkbox"/> Keyboards</li> <li><input type="checkbox"/> Folk Instruments</li> <li><input type="checkbox"/> Orchestral Instruments</li> <li><input type="checkbox"/> Crescendo (&lt;)</li> <li><input type="checkbox"/> Decrescendo (&gt;)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous musical terminology. DOK 1</li> <li><input type="checkbox"/> Complete notes and worksheets for each of the following introduction of musical concepts. DOK 1</li> <li><input type="checkbox"/> Review Rhythm notation and introduce dotted quarter notes and 16<sup>th</sup> notes and rests. DOK 1</li> <li><input type="checkbox"/> Listen and move to various tempos of music. Introduction Italian terminology to slow, fast and moderato tempos as Allegro, Moderato and Largo. DOK 1</li> <li><input type="checkbox"/> Review Treble Clef and introduce new Bass Clef pitches. DOK 1</li> <li><input type="checkbox"/> Introduce Sharp, Flat and Key Signatures. Teach formula for figuring out Key Signatures of C, G, F, D, and B-flat. DOK 1</li> <li><input type="checkbox"/> <u>Assessment – Identifying notes of the grand staff, including ledger lines.</u> DOK 2</li> <li><input type="checkbox"/> Review Dynamics and introduce new dynamic markings.</li> <li><input type="checkbox"/> Introduce 8 – note scale, melodic intervals and harmonic intervals. DOK 1</li> <li><input type="checkbox"/> Introduce Chords and how to play them on the piano. Each student will experience playing I-IV-V chord patterns on accompanying instruments (piano or guitar). DOK 1</li> <li><input type="checkbox"/> Keyboard skills demonstrating intervals and chords. Students will be able to play scales in the keys of C, F, and G. DOK 2</li> <li><input type="checkbox"/> Create musical compositions based on specific criteria – time signature, key signature, grand staff, etc. DOK 3</li> <li><input type="checkbox"/> Play simple songs on the keyboard using chord accompaniments with a partner. Rubric for assessment. DOK 3</li> <li><input type="checkbox"/> Review musical forms previously studied and add compositional forms such as 2<sup>nd</sup> endings, D.C., etc. DOK 2</li> <li><input type="checkbox"/> Read through various selections of printed music to</li> </ul>

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	<p><b>bass clef signs, pitch notation; letter names on grand staff, natural sign, sharp sign, flat sign</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Harmony</u> – triads (chords)</b></li> <li><input type="checkbox"/> <b><u>Form</u> – AB, ABA, call and response</b></li> <li><input type="checkbox"/> <b><u>Timbre (tone color)</u> – distinctive sounds of instruments, instrument families and voice parts (e.g., soprano, alto, tenor, bass)</b></li> <li><input type="checkbox"/> <b><u>Dynamics</u> – crescendo, decrescendo, dynamic markings/symbols – <i>pp, p, mp, mf, f, ff, &lt;, &gt;</i></b></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-1.1.2 Students will identify instruments according to classifications.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Family – brass, woodwind, string, percussion</li> <li><input type="checkbox"/> Voices – soprano, alto, tenor, bass</li> <li><input type="checkbox"/> Folk- instruments used in folk music</li> <li><input type="checkbox"/> Orchestral – instruments used in contemporary orchestral settings</li> </ul> </li> <li><input type="checkbox"/> AH-06-4.1.1 Students will create and notate in similar style answers to musical phrases.</li> <li><input type="checkbox"/> AH-06-4.1.2 Students will improvise variations on given melodies.</li> <li><input type="checkbox"/> AH-06-4.1.3 Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</li> <li><input type="checkbox"/> AH-06-4.1.4 Students will use a variety of sound sources to create and perform music.</li> <li><input type="checkbox"/> AH-06-4.1.5 Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fortissimo (<i>ff</i>)</li> <li><input type="checkbox"/> Pianissimo (<i>pp</i>)</li> <li><input type="checkbox"/> Mezzo Piano (<i>mp</i>)</li> <li><input type="checkbox"/> Mezzo Forte (<i>mf</i>)</li> </ul>	<p>identify various compositional forms. DOK 2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alfred's Music Theory Volume I – CD-Rom program. Students will spend 5 days reviewing musical notation and completing computer run assessments. DOK 2</li> <li><input type="checkbox"/> Discuss and classify various musical instruments and voice types. Listen to musical selections of each kind of instrument and voice type. DOK 2</li> <li><input type="checkbox"/> <u>Listening Logs</u> – Students will demonstrate their understanding of musical elements through listening to various musical examples and responding about various elements of music they hear in the examples. At least 5 musical examples will be listened to each semester. Examples will include both classical and modern choices of music. DOK 3</li> <li><input type="checkbox"/> <u>CATS –like assessment</u> – covering reading musical elements. 20 – multiple choice and 2 OR questions. DOK 2</li> <li><input type="checkbox"/> <u>OR question</u> – compose musical example using specific elements of music. DOK 3</li> <li><input type="checkbox"/> <u>Create and/or Perform</u> – selection of choice. Students will analyze and/or evaluate individual performances/creations. There will also be a self-reflection for each student. (Performance and Observing Rubrics) DOK 3</li> </ul>

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	bass clef (with practice).		

Grade 6 Music	Unit 2: Cultural and Historical Context		Suggested Length: 11 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 does music reflect cultures, periods &amp; styles?</p> <p>2. How does music influence society?</p> <p>3. How do we use music to express our ideas &amp; feelings?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-6-M-6 Students will evaluate own and other’s compositions and performances, using musical terms and elements to describe technical and expressive qualities.</li> <li><input type="checkbox"/> AH-6-M-7 Students will develop an understanding of diverse cultures, periods, and styles in music</li> <li><input type="checkbox"/> AH-6-M-8 Students will describe how factors such as time, place, and belief systems are reflected in music.</li> <li><input type="checkbox"/> AH-6-M-9 Students will describe music compositions and/or performances from diverse cultures, periods, and styles.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods affect music. DOK 3</li> </ul> <p><b>Cultures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Latin American</u> - Blending of cultural traditions can create new traditions reflecting multiple cultures</b> Latin American characteristics reflected in music of United States (e.g., clave rhythm, the popularity of Latin musical styles, such as samba,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Jazz</li> <li><input type="checkbox"/> Spiritual</li> <li><input type="checkbox"/> Gospel</li> <li><input type="checkbox"/> Ballads</li> <li><input type="checkbox"/> Hymn</li> <li><input type="checkbox"/> Blues</li> <li><input type="checkbox"/> Pop</li> <li><input type="checkbox"/> Rock</li> <li><input type="checkbox"/> Folk</li> <li><input type="checkbox"/> Dixieland</li> <li><input type="checkbox"/> March</li> <li><input type="checkbox"/> Musical</li> <li><input type="checkbox"/> Opera</li> <li><input type="checkbox"/> Romantic</li> <li><input type="checkbox"/> Baroque</li> <li><input type="checkbox"/> Classical</li> <li><input type="checkbox"/> Modern</li> <li><input type="checkbox"/> Heavy metal</li> <li><input type="checkbox"/> Symphonic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Listening Log</u> – listen to and respond to selected pieces of music, identifying specific elements and discussing the compositional forms, styles and cultures. DOK 2</li> <li><input type="checkbox"/> Pre-test students knowledge of various styles, cultures, and periods of music through listening examples. DOK 1</li> <li><input type="checkbox"/> Discuss each of the examples identifying characteristics of each of the styles. DOK 2</li> <li><input type="checkbox"/> Play Musical Styles Bingo as practice to identifying the now studied styles. DOK 2</li> <li><input type="checkbox"/> <u>CATS-like assessment</u> – fill in the blank (listening section of test), 20 MC – for musical styles portion and OR question. DOK 2</li> <li><input type="checkbox"/> <u>OR</u> – Naming and discussing the qualities of music in our society that was influenced by African American Music. DOK 3</li> <li><input type="checkbox"/> <i>Lessons on Asian, Latin American and Medieval Cultures are yet to be developed for the 2006-07 school year. These lessons have not been taught in this grade until now and the teacher needs time to research and plan lessons. DOK 1 - 3</i></li> <li><input type="checkbox"/> Collaboration with Art teacher to produce a Medieval Feast event in the Arts and Humanities (music, dance, art, and drama). DOK 1-3</li> </ul>

Grade 6 Music	Unit 2: Cultural and Historical Context		Suggested Length: 11 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>salsa, cha-cha, etc.) in the U.S.  <b>Spanish influence on Mexican music</b>                  (e.g., Mexican use of traditional Spanish musical instruments)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Asian</b> – Isolation of culture or region results in a unique musical tradition (e.g., unique and distinctive sounds of traditional Asian music and instruments, e.g., Japanese Koto, Indian sitar)</li> <li><input type="checkbox"/> <b>AH-06-3.1.1</b> Students will identify or explain how music fulfills a variety of purposes.                      DOK 2</li> </ul> <p><b>Purposes of music: (different roles of music)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ceremonial</b> – music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)</li> <li><input type="checkbox"/> <b>Recreational</b> – 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)</li> <li><input type="checkbox"/> <b>Artistic Expression</b> – 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)</li> </ul>		

Grade 6 Dance	Unit 3: Creating/Performing Dance		Suggested Length: 12 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:
<ol style="list-style-type: none"> <li>1. How do I use the elements of dance to create and perform?</li> <li>2. How do dancers/choreographers create and/or perform?</li> <li>3. How do I use dance to express my ideas and feelings?</li> <li>4. How does dance reflect cultures, periods, and styles?</li> <li>5. What are the purposes of dance?</li> </ol>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-6-Da-1 Students will use appropriate terminology to describe the movements, dance elements and steps in a performance</li> <li><input type="checkbox"/> AH-6-Da-2 Students will create a group dance with two or three people using the elements of dance (space, time, force.)</li> <li><input type="checkbox"/> AH-6-Da-3 Students will describe how the three elements of dance may be used to express feelings and emotions.</li> <li><input type="checkbox"/> AH-6-Da-4 Students will express a wide variety of emotions and ideas through dance improvisation.</li> <li><input type="checkbox"/> AH-6-Da-5 Students will describe how space, time, and force contribute to the meaning of dance.</li> <li><input type="checkbox"/> AH-6-Da-6 Students will demonstrate basic dance concepts and perform basic movements.</li> <li><input type="checkbox"/> AH-6-Da-7 Students will create and perform a short composition featuring two movement principles (e.g., contrast, transition).</li> <li><input type="checkbox"/> AH-6-Da-8 Students will explain how dance movements differ from other movement.</li> <li><input type="checkbox"/> AH-6-Da-9 Students will identify and describe the role of compositional forms in dance.</li> <li><input type="checkbox"/> AH-6-Da-10 Students will create a complex movement sequence with a beginning, middle, and end.</li> <li><input type="checkbox"/> AH-6-Da-11</li> <li><input type="checkbox"/> AH-6-Da-12 Students will identify and describe roles and purposes of dance from different cultures, styles, and time periods.</li> <li><input type="checkbox"/> AH-6-Da-13 Students will describe how dance reflects culture, purposes, style, and time periods.</li> <li><input type="checkbox"/> AH-6-Da-14 Students will identify and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choreography</li> <li><input type="checkbox"/> Choreographer</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Focus</li> <li><input type="checkbox"/> Size</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Accent</li> <li><input type="checkbox"/> Rhythmic pattern</li> <li><input type="checkbox"/> Duration</li> <li><input type="checkbox"/> Force</li> <li><input type="checkbox"/> Heavy/light</li> <li><input type="checkbox"/> Tension/relaxation</li> <li><input type="checkbox"/> Bound/flowing</li> <li><input type="checkbox"/> Locomotor</li> <li><input type="checkbox"/> Step-hop</li> <li><input type="checkbox"/> Grapevine</li> <li><input type="checkbox"/> Polka</li> <li><input type="checkbox"/> Waltz</li> <li><input type="checkbox"/> Two-step</li> <li><input type="checkbox"/> Non-locomotor</li> <li><input type="checkbox"/> Push</li> <li><input type="checkbox"/> Pull</li> <li><input type="checkbox"/> Rise</li> <li><input type="checkbox"/> Fall</li> <li><input type="checkbox"/> Dodge</li> <li><input type="checkbox"/> Sway</li> <li><input type="checkbox"/> Compositional form</li> <li><input type="checkbox"/> Body alignment</li> <li><input type="checkbox"/> Balance</li> <li><input type="checkbox"/> Culture</li> <li><input type="checkbox"/> Latin American</li> <li><input type="checkbox"/> Caribbean</li> <li><input type="checkbox"/> Ceremonial</li> <li><input type="checkbox"/> Recreational</li> <li><input type="checkbox"/> Square dance</li> <li><input type="checkbox"/> Tap</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Dance Elements. DOK 1</li> <li><input type="checkbox"/> Introduce new terminology and vocabulary DOK 1</li> <li><input type="checkbox"/> Demonstrate and perform new locomotor and nonlocomoter movements. DOK 2</li> <li><input type="checkbox"/> Review the purpose of recreational dancing DOK 1</li> <li><input type="checkbox"/> View <i>Dance Sense</i> video introducing new concepts of various dance forms. Discussion of each 15-minute video segment following the viewing. DOK 2</li> <li><input type="checkbox"/> <b>Program 7 – Ballet</b></li> <li><input type="checkbox"/> <b>Program 8 – Modern Dance</b></li> <li><input type="checkbox"/> <b>Program 9 - Jazz Dance</b></li> <li><input type="checkbox"/> <b>Program 10 – Tap &amp; Percussive Dance</b></li> <li><input type="checkbox"/> Compare/Contrast – Video Excerpt from <i>River dance</i> = <u>Trading Taps</u> Class/group activity in comparing two percussive dance styles Tap and Step Dance. DOK 2</li> <li><input type="checkbox"/> Watch and discuss various dance sequences in <i>Dance Performances</i> video (examples include ballet, jazz, and modern dance and tap performances provided in the KET Dance Tool Kit. DOK 2</li> <li><input type="checkbox"/> Review Vocabulary of Dance elements. DOK 1</li> <li><input type="checkbox"/> View Selected excerpts from <i>Dance Performances</i> and complete the following <u>Responding to Dance</u> written assessments from the KET produced Dance Took Kit on performance (examples are of ballet, modern dance, modern jazz and tap performances). DOK 2-3</li> <li><input type="checkbox"/> First Impressions.</li> <li><input type="checkbox"/> The Dancers’ Bodies.</li> <li><input type="checkbox"/> Locomotor and non-locomotor movements.</li> <li><input type="checkbox"/> Space</li> <li><input type="checkbox"/> Time</li> <li><input type="checkbox"/> Force/Energy</li> <li><input type="checkbox"/> Elements of Production</li> <li><input type="checkbox"/> Historical, Social, and Cultural Context</li> <li><input type="checkbox"/> Analysis and Interpretation</li> <li><input type="checkbox"/> Additional Questions for MS Students</li> </ul>

Grade 6 Dance	Unit 3: Creating/Performing Dance		Suggested Length: 12 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><i>describe movements and styles characteristic of various cultures and time periods.</i></p> <p><b><u>Core Content</u></b></p> <p><input type="checkbox"/> AH-06-1.2.1 Students will identify or describe how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 2</p> <p><b>Elements of Dance:</b></p> <p><input type="checkbox"/> <b>Space</b> – direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)</p> <p><input type="checkbox"/> <b>Focus</b> – audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements)</p> <p><b>Size</b> – (use of size in given space, or range of motion)</p> <p><input type="checkbox"/> <b>Time (Tempo)</b> – accent, rhythmic pattern, duration</p> <p><input type="checkbox"/> <b>Force</b> – (heavy/light, sharp/smooth, tension/relaxation, bound/flowing)</p> <p><input type="checkbox"/> <b>Choreographic Form</b> – AB, ABA, call and response, narrative</p> <p><input type="checkbox"/> AH-06-1.2.2 Students will identify dances by: identifying theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap – feet as rhythmic instrument, ballroom – partnering), and the use of the elements of dance.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social</li> <li><input type="checkbox"/> Artistic</li> <li><input type="checkbox"/> Ballet</li> <li><input type="checkbox"/> Jazz</li> <li><input type="checkbox"/> Modern</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and Contrast two dances from the <i>Nutcracker Ballet</i> – <b><u>Arabian Dance and Chinese Dance.</u></b> Complete Responding to Dance activity for comparing dances. DOK 2</li> <li><input type="checkbox"/> Introduce “Writing a Dance Critique” worksheet and activity. Discuss the questions that a review might include in a critique. DOK 2</li> <li><input type="checkbox"/> Read and discuss several performance reviews/critiques as examples to use prior to writing own critique/article (dance, movie, book, music).</li> <li><input type="checkbox"/> Watch the final scene (ballet performance) of the movie <b>Center Stage</b>. Students are to complete an <u>On-Demand assessment</u> activity as a newspaper reporter critiquing this “performance.” They are to use the questions they have used throughout this semester to help write this critique/review. This is the final assessment for the semester. On-demand papers will be turned in to 7<sup>th</sup> grade Portfolio advisor. DOK 3</li> <li><input type="checkbox"/> View and discuss 15-minute Dance <i>Sense</i> video segment Program 6 – <b>Making Dance</b>. DOK 1</li> <li><input type="checkbox"/> Create a 64-beat dance in an ABA form, with another student that reflects a feeling, mood, or theme. Dance must have a beginning, middle and end. Rubric used for assessment. Assessment will be based on both the written creation and the performance of the dance. DOK 3</li> <li><input type="checkbox"/> Performance activities not assessed by the state. Improvisational dances will be created as time allows for the grading period.</li> <li><input type="checkbox"/> <i>Lessons on Asian, Latin American and Medieval Cultures are yet to be developed for the 2006-07 school year. These lessons have not been taught in this grade until now and the teacher needs time to research and plan lessons.</i> DOK 1-3</li> <li><input type="checkbox"/> Collaboration with Art teacher to produce a Medieval Feast event in the Arts and Humanities (music, dance, art, and drama). DOK 1-3</li> </ul>

Grade 6 Dance	Unit 3: Creating/Performing Dance		Suggested Length: 12 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><input type="checkbox"/> <b>AH-06-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3</b></p> <p><b>Cultures:</b></p> <p><input type="checkbox"/> <b><u>Latin American</u> – Blending of cultural traditions can create new traditions. Latin American dance characteristics reflected in American dance (e.g., clave rhythm, Samba, Salsa, Cha-cha, Tango)</b></p> <p><input type="checkbox"/> <b><u>Asian</u> – Isolation of culture or region results in a unique dance tradition (e.g., classical dance forms from India – Bharata Natyam, Kathak</b></p> <p><input type="checkbox"/> <b>AH-06-3.2.1 Students will identify or explain how dance fulfills a variety of purposes. DOK 2</b></p> <p><b>Purposes of dance: (different roles of dance)</b></p> <p><input type="checkbox"/> <b><u>Ceremonial</u> – dances created or performed for rituals or celebrations (e.g., dances of Native American and West African to celebrate life events such as harvest, ritual dances associated with worship)</b></p> <p><input type="checkbox"/> <b><u>Recreational</u> – dancing for entertainment, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</b></p> <p><input type="checkbox"/> <b><u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance,</b></p>		

Grade 6 Dance	Unit 3: Creating/Performing Dance		Suggested Length: 12 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><b>modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-4.2.1 Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.</li> <li><input type="checkbox"/> AH-06-4.2.2 Students will create an improvisational dance with complex movements (beginning, middle, end).</li> </ul>		

Grade 6 Drama	Unit 4: Elements of Drama/Theatre		Suggested Length: 23 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><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-6-Dr-1 Recognize plot development (e.g. rising action, turning point, falling action) and other dramatic elements (e.g., them, language, empathy, motivation)</li> <li><input type="checkbox"/> AH-6-Dr-2 Select scenery, props, lighting, sound, costumes, and make-up appropriate for scripted scenes</li> <li><input type="checkbox"/> AH-6-Dr-3 Identify types of staging and stage directions</li> <li><input type="checkbox"/> AH-6-Dr-4 Identify types of training and skills necessary for jobs associated with theatre</li> <li><input type="checkbox"/> AH-6-Dr-5 Describe central themes of dramatic works</li> <li><input type="checkbox"/> AH-6-Dr-6 Discuss theatre experiences in terms of meaning for self and society</li> <li><input type="checkbox"/> AH-6-Dr-7 Write and perform dialog</li> </ul>	<p><b>Elements of drama</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Literary elements</u> - Plot structures (rising action, turning point, falling action),</li> <li><input type="checkbox"/> Suspense</li> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Style,</li> <li><input type="checkbox"/> Monologue</li> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> <u>Technical elements</u> –</li> <li><input type="checkbox"/> Scenery (set)</li> <li><input type="checkbox"/> Sound</li> <li><input type="checkbox"/> Lights</li> <li><input type="checkbox"/> Make-up</li> <li><input type="checkbox"/> Props</li> <li><input type="checkbox"/> <u>Performance elements</u></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> They will briefly revisit Native American and African Storytelling and it’s relationship to American Storytelling. DOK 1</li> <li><input type="checkbox"/> Students will perform monologues in an arena stage. DOK 3</li> <li><input type="checkbox"/> Students will perform dialogues on a thrust stage. DOK 3</li> <li><input type="checkbox"/> View Horse Cave Theater to identify jobs associated with theater. Discuss jobs viewed and encourage their use in the classroom. DOK 2</li> </ul> <p>Introduction to Middle Ages (extra unit slated for 7<sup>th</sup> Grade)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and discuss how theater was presented during the Middle Ages. DOK 1</li> <li><input type="checkbox"/> Divide into groups, each acting out a Biblical story, as this was the type of drama presented during this time. DOK 3</li> </ul>



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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"> <li><input type="checkbox"/> AH-6-Dr-8 Plan, produce, and present existing works of drama using appropriate elements and concepts</li> <li><input type="checkbox"/> AH-6-Dr-9 Communicate information about culture, time, and style in scripts, scenarios, and/or dramatizations</li> <li><input type="checkbox"/> AH-6-Dr-10 Engage in dramatic activities depicting different historical times, cultures, and styles</li> <li><input type="checkbox"/> AH-6-Dr-11 Describe how culture, purpose, style and time periods influence dramatic works</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>AH-06-1.3.1 Students will identify or describe the use of elements of drama in dramatic work. DOK 2</b></li> </ul> <p><b>Elements of drama:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Literary elements</u></b> – 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</li> <li><input type="checkbox"/> <b><u>Technical Elements</u></b> – Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design</li> <li><input type="checkbox"/> <b><u>Performance elements</u></b> – 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,</li> </ul>	<ul style="list-style-type: none"> <li>Acting (e.g. character motivation and analysis, empathy),</li> <li><input type="checkbox"/> Speaking (e.g., breath control, projection, vocal expression and inflection, diction),</li> <li><input type="checkbox"/> Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement)</li> </ul> <p><b>Cultures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bunraku/Banraku</li> <li><input type="checkbox"/> Japanese Puppet theatre puppeteering</li> <li><input type="checkbox"/> Native American and African influences</li> <li><input type="checkbox"/> On American storytelling</li> </ul> <p><b>Purposes of Drama</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sharing the human experience</li> <li><input type="checkbox"/> Passing on Tradition and Culture</li> <li><input type="checkbox"/> Recreational</li> <li><input type="checkbox"/> Artistic Expression</li> </ul> <p><b>Stages</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arena</li> <li><input type="checkbox"/> Thrust</li> <li><input type="checkbox"/> Proscenium</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate his/her performance and that of two other performers in other groups. DOK 3</li> <li><input type="checkbox"/> Collaboration with Music teacher to produce a Medieval Feast event in the Arts and Humanities (music, dance, art, and drama). DOK 3</li> </ul> <p>(Activities moved from 8<sup>th</sup> grade guides 2004)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn and study the history of Japanese Puppeteering, the importance of the Zen spirit of timelessness and silence, plus the use of masks and the importance of color and the interpretation of symmetry. DOK 1</li> <li><input type="checkbox"/> View video for Julie Taymore in Library- Based on these influences, students will write their own drama in small groups, create puppets for their story and retell their story for the class. This covers the Proscenium stage. DOK 2</li> <li><input type="checkbox"/> Participate in a group activity creating a skit about crime in the street, using a subtle and stylish performance with little or no dialogue. The skit should convey a message about crime in the street, where good will overcome evil. Actions, gestures, and images should help convey this message. Students need to decide what color mask will be needed to portray each character, using what was learned about No drama. DOK 3</li> <li><input type="checkbox"/> After watching a video about mask making, each student will create a 3-D mask from paper in an appropriate Color for the type of character he/she portrays in the skit. DOK 2</li> <li><input type="checkbox"/> Perform with group in skit, wearing the mask. DOK 2</li> <li><input type="checkbox"/> Complete a follow-up writing activity, including what was learned about No drama, the elements of drama, production, and performance, and mask making while preparing for this performance project. DOK 4</li> </ul>

Grade 6 Drama	Unit 4: Elements of Drama/Theatre		Suggested Length: 23 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><b>stage directions – stage left, stage right, center stage, upstage, downstage)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-1.3.2 Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</li> <li><input type="checkbox"/> AH-06-1.3.3 Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</li> <li><input type="checkbox"/> AH-06-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium).</li> <li><input type="checkbox"/> <b>AH-06-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre. DOK 3</b></li> </ul> <p><b>Cultures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Bunraku (also called Banraku) – Japanese puppet theatre (Historical development and characteristics – developed as an art by late 1600’s characteristics of music, storytelling, and sophisticated puppeteering)</b></li> <li><input type="checkbox"/> <b>Native American and African influences on American storytelling</b></li> <li><input type="checkbox"/> <b>AH-06-3.3.1 Students will identify or explain how drama/theatre fulfills a variety of purposes. DOK 2</b></li> </ul> <p><b>Purposes of Drama/Theatre: (different roles of drama)</b></p>		

Grade 6 Drama	Unit 4: Elements of Drama/Theatre		Suggested Length: 23 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:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Sharing the human experience</u> – 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)</b></li> <li><input type="checkbox"/> <b><u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)</b></li> <li><input type="checkbox"/> <b><u>Recreational</u> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)</b></li> <li><input type="checkbox"/> <b><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)</b></li>   <li><input type="checkbox"/> AH-06-4.3.1 Students will create and perform using element of drama. (Literary, Technical, Performance)</li> <li><input type="checkbox"/> AH-06-4.3.2 Students will improvise short dialogues and monologues.</li> <li><input type="checkbox"/> AH-06-4.3.3 Students will engage in dramatic activities that reflect historical times and cultures.</li> <li><input type="checkbox"/> AH-06-4.3.4 Students will identify skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up)</li> </ul>		



Grade 6 Visual Arts	Unit 5: Elements, Principles and Historical Context		Suggested Length: 23 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>1. How does artwork reflect the culture &amp; styles?</p> <p>2. How do we use the elements &amp; principles to create art?</p> <p>3. How can we create artwork using various media &amp; processes?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-6-VA-1 Describe the elements of art (line, shape, color, form, texture, space, value) and principles of design (balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity).</li> <li><input type="checkbox"/> AH-6-VA-2 Describe how elements of art and principles of design help artists organize works of art.</li> <li><input type="checkbox"/> AH-6-VA-3 Produce visual products which illustrate elements of art and principles of design</li> <li><input type="checkbox"/> AH-6-VA-4 Apply elements of art and principles of design in producing two- and three-dimensional art work involving a variety of subject matter.</li> <li><input type="checkbox"/> AH-6-VA-5 Continue to develop a positive self-concept about one’s own work and recognize the value of others’ (peers and artists) works.</li> <li><input type="checkbox"/> AH-6-VA-6 Use and care for an expanding number of art tools and materials in a safe and proper manner.</li> <li><input type="checkbox"/> AH-6-VA-7 Describe how different media (e.g., paint, fibers, ink, clay) and processes (e.g., ceramics, painting, sculpture) can create a variety of visual effects.</li> <li><input type="checkbox"/> AH-6-VA-8 Use a variety of media and art processes to produce two- and three-dimensional works of art.</li> <li><input type="checkbox"/> AH-6-VA-9 Use art media, tools, techniques, and processes skillfully.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-1.4.1 Students will describe works</li> </ul>	<p><b>Elements of Art</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Line</li> <li><input type="checkbox"/> Shape</li> <li><input type="checkbox"/> Color properties (hue, value, intensity) and color schemes (monochromatic)</li> <li><input type="checkbox"/> Form</li> <li><input type="checkbox"/> Texture</li> <li><input type="checkbox"/> Space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</li> </ul> <p><b>Principals of Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Pattern</li> <li><input type="checkbox"/> Balance (symmetrical/asymmetrical)</li> <li><input type="checkbox"/> Emphasis (focal point), Contrast (e.g., black/white, rough/smooth)</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Proportion</li> <li><input type="checkbox"/> Movement</li> </ul> <p><b>Media and Processes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medium/Media</li> <li><input type="checkbox"/> 2-D/Two-Dimensional</li> <li><input type="checkbox"/> Crayon</li> <li><input type="checkbox"/> Pencil</li> <li><input type="checkbox"/> Paint</li> <li><input type="checkbox"/> Tempera</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/Discuss/Discover each of the following topics: DOK 1             <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Diego Rivera &amp; Frida Kahlo Mural Painting (Persuasive Narrative Painting)</b>- Color, Line, Shape, Values, Movement, Proportion, Rhythm, Contrast</li> <li><input type="checkbox"/> <b>Asian Ceramics (Functional Art)</b>- pattern, motif &amp; balance, Line, Color scheme, texture, Sculpture</li> <li><input type="checkbox"/> <b>Gothic &amp; Romanesque Architecture (Ceremonial) – Roman Techniques</b>- Balance, Repetition, Sculpture</li> </ul> </li> <li><input type="checkbox"/> Compare the Latin Styles and Asian Styles: Patterns, motifs, balance, emphasis, subject matter. DOK 4</li> <li><input type="checkbox"/> Creation of mural, ceramic pottery and scenery. DOK 3</li> <li><input type="checkbox"/> Collaboration with Music teacher to produce a Medieval Feast event in the Arts and Humanities (music, dance, art, and drama). DOK 3</li> </ul> <p>(Activities from the 8<sup>th</sup> grade guides 2004)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and discuss questions over Ch. 5, “The Art of the Far East,” in <u>Understanding Art</u>. DOK 1</li> <li><input type="checkbox"/> Answer the review questions on page 79, before completing the work sheet over Ch. 5, using the book for reference. DOK 2</li> <li><input type="checkbox"/> Discuss the oriental views on design and view different examples of block printing done by students, plus the work of the great Japanese artist, Hokusai. DOK 2</li> <li><input type="checkbox"/> Create three designs for a linoleum block print with a nature theme. Any words or numbers must be written in reverse order so the pulled print will be correct. The best design will be re-drawn onto the linoleum block. DOK 3</li> <li><input type="checkbox"/> Cut the linoleum using special tools and blades, cutting away the areas not to be printed. Ink will then be applied with a brayer to the printing plate. Paper will be</li> </ul>

Grade 6 Visual Arts	Unit 5: Elements, Principles and Historical Context		Suggested Length: 23 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><b>of art using elements of art and principles of design. DOK 3</b></p> <p><b>Elements of Art:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</b></li> </ul> <p><b>Principles of Design:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Repetition, Pattern, Balance, (symmetrical/asymmetrical), Emphasis, (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement.</b></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>AH-06-1.4.2 Students will identify a variety of art media and art processes. DOK 1</b></li> </ul> <p><b><u>Media (plural)/Medium (singular):</u></b> (Properties of media need to be known in order to respond to artworks)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</b></li> <li><input type="checkbox"/> <b><u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages)</b></li> </ul> <p><b>Art processes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking</b></li> <li><input type="checkbox"/> <b><u>Three-dimensional</u> – ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watercolor</li> <li><input type="checkbox"/> Oil Pastels</li> <li><input type="checkbox"/> Chalk Pastels</li> <li><input type="checkbox"/> Fabric</li> <li><input type="checkbox"/> Fiber art</li> <li><input type="checkbox"/> Yarn</li> <li><input type="checkbox"/> Ink</li> <li><input type="checkbox"/> Printmaking</li> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> <i>3-D/Three-Dimensional</i></li> <li><input type="checkbox"/> Pottery</li> <li><input type="checkbox"/> Papier-mâché</li> <li><input type="checkbox"/> Found objects</li> <li><input type="checkbox"/> Assemblage</li> <li><input type="checkbox"/> Sculpture</li> <li><input type="checkbox"/> Fiber Art</li> <li><input type="checkbox"/> Weaving,</li> <li><input type="checkbox"/> Loom</li> <li><input type="checkbox"/> Weft</li> <li><input type="checkbox"/> Warp</li> <li><input type="checkbox"/> Quilting &amp; Knitting</li> </ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Landscape</li> <li><input type="checkbox"/> Portrait</li> <li><input type="checkbox"/> Still Life</li> </ul> <p><b>Cultures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Latin American</li> <li><input type="checkbox"/> Asian</li> <li><input type="checkbox"/> Medieval</li> </ul> <p><b>Purposes for Art</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ceremonial</li> <li><input type="checkbox"/> Artistic Expression</li> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Functional</li> <li><input type="checkbox"/> Persuasive</li> </ul>	<p>placed onto the inked surface and a baren will placed onto the paper pressing it down onto the printing plate. Then pull the print from the surface. Present his/her print to the class describing, analyzing, and judging it. DOK 3</p>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Subject matter: representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</b></li> <li><input type="checkbox"/> <b>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</b></li> <li><b>Cultures:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Latin American</u> – mural art (e.g., Diego Rivera and his influence on other mural artists)</b></li> <li><input type="checkbox"/> <b><u>Asian</u> – China (the evolution of ceramics)</b></li> </ul> </li> <li><input type="checkbox"/> <b>AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes. DOK 2</b></li> <li><b>Purposes of Art: (different roles of art)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies</b></li> <li><input type="checkbox"/> <b><u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)</b></li> <li><input type="checkbox"/> <b><u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</b></li> <li><input type="checkbox"/> <b><u>Functional</u> – artistic objects used in everyday life</b></li> <li><input type="checkbox"/> <b><u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g.,</b></li> </ul> </li> </ul>	<p><b>Asian</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scroll</li> <li><input type="checkbox"/> Porcelain</li> <li><input type="checkbox"/> Perceive</li> <li><input type="checkbox"/> Pagoda</li> <li><input type="checkbox"/> Yamato-e</li> <li><input type="checkbox"/> Screen</li> <li><input type="checkbox"/> Ukiyo-e</li> <li><input type="checkbox"/> Woodblock printing</li> <li><input type="checkbox"/> Han dynasty</li> <li><input type="checkbox"/> Ming dynasty</li> <li><input type="checkbox"/> Glaze</li> <li><input type="checkbox"/> Meditation</li> <li><input type="checkbox"/> Buddha</li> <li><input type="checkbox"/> Brayer</li> <li><input type="checkbox"/> Baren</li> <li><input type="checkbox"/> Relief printing</li> </ul>	

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><b>advertising, marketing, propaganda, ideology, etc.)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas</li> <li><input type="checkbox"/> AH-06-4.4.2 Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.</li> </ul>		