

Grade 9-12 Humanities -All	Unit 1: Interrelationships Among the Arts		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-H-I-1 Consider how artists in various cultures use elements and principles of arts to create artistic works. <input type="checkbox"/> AH-H-I-2 Examine how any artist’s performance is influenced by the culture, period, and style in which a work is created. <input type="checkbox"/> AH-H-I-3 Analyze, interpret, and evaluate the creation and performance of works in various arts disciplines. <input type="checkbox"/> AH-H-I-4 Explain how ideas, thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-5.5.2 Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy), art form (e.g., dance). <input type="checkbox"/> AH-H-5.5.1 Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance). 		

Grade 9-12 Humanities - Drama	Unit 2: Elements of Drama & Historical Context		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What is some of the historical	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-H-Dr-1 Apply knowledge and skills of elements of production (set, lighting, 		

Grade 9-12 Humanities - Drama	Unit 2: Elements of Drama & Historical Context		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>background related to the development of drama?</p> <p>2. Who were the main playwrights of this era, and how did each affect the development of drama?</p> <p>3. What role did Greek philosophers play in the development of drama?</p> <p>4. How did the ideas of Aristotle's POETICS shape Greek drama?</p>	<p><i>costumes, sound, spectacle) to interpret dramatic works.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-Dr-2 Apply knowledge and skills of elements of performance (e.g., monologue, dialogue, soliloquy, character motivation, voice, sensory recall) to interpret dramatic works.</i> <input type="checkbox"/> <i>AH-H-Dr-3 Describe how playwrights, directors, actors, and stage technicians employ elements of production and performance to create and perform dramatic works (e.g., formal theatre, film, television), to express ideas and emotions, and to achieve a desired effect or response from audiences.</i> <input type="checkbox"/> <i>AH-H-Dr-4 Apply knowledge and skills of dramatic elements (e.g., exposition, development, climax, reversal, denouement, protagonist, antagonist, tension, foreshadowing) to interpret dramatic works.</i> <input type="checkbox"/> <i>AH-H-Dr-5 Identify skills and training necessary for a variety of careers related to drama.</i> <input type="checkbox"/> <i>AH-H-Dr-6 Analyze descriptions, dialogue, and actions within scripts or texts to discover, describe, and justify character motivation.</i> <input type="checkbox"/> <i>AH-H-Dr-7 Describe, model, and use theatre etiquette.</i> <input type="checkbox"/> <i>AH-H-Dr-8 Identify, analyze and classify dramatic works from various periods, styles, and cultures by considering cultural and symbolic clues such as style, setting, costume, movement, language, and staging.</i> <input type="checkbox"/> <i>AH-H-Dr-9 Analyze influences of history and culture in the writing, production, and performance of a dramatic works.</i> <input type="checkbox"/> <i>AH-H-Dr-10 Compare how dramatic works from various cultures and historical periods reveal universal themes.</i> <input type="checkbox"/> <i>AH-H-Dr-11 Describe and compare</i> 		

Grade 9-12 Humanities - Drama	Unit 2: Elements of Drama & Historical Context		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>interactions between performing (e.g., theatre, dance, music) and visual artists and their audiences.</i></p> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ AH-HS-1.3.1 Students will analyze or evaluate the use of technical elements, literary elements, and performance elements in a variety of dramatic works. DOK 3 ❑ (Incorporates prior knowledge about elements from primary through 8th grade.) <u>Elements of drama:</u> <ul style="list-style-type: none"> ❑ <u>Literary elements</u> – 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 ❑ <u>Technical elements</u> – Scenery, Sound, Lights, Make-up, Props, Costumes, Design ❑ <u>Performance elements</u> – Acting (e.g., character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions – stage left, stage right, center stage, upstage, downstage) ❑ AH-HS-2.3.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in drama. DOK 3 		<ul style="list-style-type: none"> ❑ Read a variety of pages to analyze the purpose of drama ❑ Multiple choice & Open Response ❑ Notes ❑ Posters to demonstrate ❑ No & Kabuki featured article to cover themes, history, costumes, setting ❑ Extended vocabulary to show meaning to drama ❑ 106 Vocabulary Word Quiz ❑ Review Game ❑ Watch video "How Theatre Began" Segments #6, #24 ❑ Answer questions ❑ Go over vocabulary ❑ Worksheets, Quiz and Test ❑ Field Trip

Grade 9-12 Humanities - Drama	Unit 2: Elements of Drama & Historical Context		Suggested Length: 9 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"> ❑ Japanese Culture (history and characteristics of Kabuki theatre) ❑ Historical Style Periods (in chronological order) (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard) <ul style="list-style-type: none"> ❑ Renaissance (commedia dell'arte, Shakespeare and Elizabethan Theatre) ❑ Neo-Classicism/"Classical" (satire) ❑ Romanticism (melodrama) ❑ Realism (Henrik Ibsen, George Bernard Shaw) ❑ American Culture: <ul style="list-style-type: none"> ❑ American playwrights' role with realism in theatre (Tennessee Williams, Arthur Miller) ❑ Modern & Contemporary (impact of technology on drama/theatre, the development of the American musical theatre) ❑ AH-HS-3.3.1 Students will explain how drama/theatre fulfills a variety of purposes. DOK 2 ❑ Purposes of Drama/Theatre: (different roles of drama) <ul style="list-style-type: none"> ❑ <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) 		

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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"> <input type="checkbox"/> <u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) <input type="checkbox"/> <u>Recreational</u> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <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) <input type="checkbox"/> AH-HS-4.3.1 Students will create and perform using elements of drama. (Literary – script writing, Technical – designing and directing, Production – acting) <input type="checkbox"/> AH-HS-4.3.2 Student will identify skills and training necessary for a variety of careers related to drama. 		

Grade 9-12 Art I	Unit 3: Realism in 2D		Suggested Length: 7 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do artists use the Elements of Art and Principles of Design to create works of art?	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-VA-1 Students will describe how visual artists use elements of art, principles of design, processes (e.g., drawing, painting, textiles), media (e.g., paint, fibers, wood, clay), and techniques to create art works.</i> <input type="checkbox"/> <i>AH-H-VA-2 Students will analyze, interpret, and evaluate a variety of art works</i> 		

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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>2. How does an artist use the Elements and Principles to express themselves creatively?</p> <p>3. What are the methods for art-making?</p> <p>4. What are the materials for art-making?</p> <p>5. What are the styles of art-making?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-I-1 Students will consider how artists in various cultures use elements and principles of arts to create artistic works.</i> <input type="checkbox"/> <i>AH-H-I-2 Students will examine how any artist's performance is influenced by the culture, period, and style in which a work is created.</i> <input type="checkbox"/> <i>AH-H-I-3 Students will analyze, interpret, and evaluate the creation and performance of works in various arts disciplines</i> <input type="checkbox"/> <i>AH-H-I-4 Students will explain how ideas, thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. DOK 3 <input type="checkbox"/> (Incorporates knowledge about elements of art and principles of design from primary through 8th grade.) <input type="checkbox"/> Elements of Art: <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory – primary, secondary, intermediate hues, intensity – brightness and dullness, color schemes/groups – triadic, complementary, analogous) <input type="checkbox"/> Principles of Design: <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Rhythm, 	<ul style="list-style-type: none"> <input type="checkbox"/> Still Life <input type="checkbox"/> Portrait <input type="checkbox"/> Landscape <input type="checkbox"/> Grid <input type="checkbox"/> Medium <input type="checkbox"/> Elements of Art <input type="checkbox"/> Principles of Design <input type="checkbox"/> Monumental <input type="checkbox"/> Value: <input type="checkbox"/> Stippling <input type="checkbox"/> Hatching <input type="checkbox"/> Cross Hatching <input type="checkbox"/> Scumbling <input type="checkbox"/> Color: <input type="checkbox"/> Optical Color <input type="checkbox"/> Arbitrary Color <input type="checkbox"/> Warm/Cool Colors <input type="checkbox"/> Complimentary Colors <input type="checkbox"/> Tonality <input type="checkbox"/> Monochromatic <input type="checkbox"/> Analogous <input type="checkbox"/> Shading 	<ul style="list-style-type: none"> <input type="checkbox"/> Draw a still life DOK 2 <input type="checkbox"/> Draw a contour and blind contour drawing of your hand DOK 2 <input type="checkbox"/> Create a value scale DOK 2 <input type="checkbox"/> Create values using a variety of shading techniques DOK 2 <input type="checkbox"/> Create a charcoal drawing using a grid DOK 2 <input type="checkbox"/> Write an open response comparing still life drawing with grid drawing DOK 3 <input type="checkbox"/> Identify the elements of a line DOK 1 <input type="checkbox"/> Draw expressively to music using line DOK 2 <input type="checkbox"/> Create a hue study with complimentary, analogous, and monochromatic colors and with tinting and shading of one color DOK 2 <input type="checkbox"/> Discuss PowerPoint slide show about Georgia O'Keefe DOK 2 <input type="checkbox"/> Create a monumental flower picture in the style of Georgia O'Keefe in oil pastel and watercolor DOK 2 <input type="checkbox"/> Practice portraiture according to standard proportions DOK 1 <input type="checkbox"/> Practice portraiture by observation in a mirror DOK 2 <input type="checkbox"/> Create a booklet of sample watercolor textures and

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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>Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <input type="checkbox"/> <u>Media (plural)/Medium (singular)</u> (Properties of media need to be known in order to respond to artworks) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u>: paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art <input type="checkbox"/> <u>Three-dimensional</u>: clay, wood, glass, metal, stone, and plaster <input type="checkbox"/> <u>Art Processes</u>: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u>: drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photographing <input type="checkbox"/> <u>Three-dimensional</u>: textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture <input type="checkbox"/> <u>Subject matter</u>: representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective) <input type="checkbox"/> AH-HS-2.4.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art. DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Highlighting <input type="checkbox"/> Symbols <input type="checkbox"/> Foreground <input type="checkbox"/> Middle Ground <input type="checkbox"/> Background 	<p>applications DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss self portraits by a variety of master artists, including Dali, Da Vinci, Van Gogh, etc DOK 2 <input type="checkbox"/> Create a self-portrait using observations and symbolism DOK 2 <input type="checkbox"/> Reproduce one image in five different color schemes SOK 2 <input type="checkbox"/> Create a sketchbook using four-hole bookbinding DOK 2 <input type="checkbox"/> Sketch a landscape DOK 1 <input type="checkbox"/> Analyze the landscapes of a variety of landscape artists, including El Greco, Impressionists, etc. DOK 2 <input type="checkbox"/> Use sketch of landscape to create an 8” torn paper collage that demonstrates foreground, middle ground, and background DOK 2

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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"> ❑ Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g. Dome of the Rock – geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g. Pampapati Temple – temple city complex with towers, Buddhist – e.g. Liurong Temple/pagoda or called a stupe in India, part of a temple city complex) ❑ Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy) ❑ <u>Historical Style Periods</u> (in chronological order) <ul style="list-style-type: none"> ❑ Renaissance (Leonardo Da Vinci – painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.]) ❑ Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro) ❑ Neo-Classic (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson – Neo – Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States) 		

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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"> ❑ Romantic (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society) ❑ Realism – (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism) ❑ Impressionism/Post-Impressionism (Claude Monet – tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work) ❑ Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism) ❑ Modern and Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O'Keefe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience) ❑ AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems. 		

Grade 9-12 Art I	Unit 4: Abstract and Non-Objective in 2D		Suggested Length:
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 artists use the Elements of Art and Principles of Design in art-making?</p> <p>2. What universal themes connect visual art from different cultures?</p> <p>3. How does our culture influence and/or reflect in our artwork?</p> <p>4. How do we communicate thoughts and feelings in the visual arts?</p> <p>5. What are the processes and techniques used in art-making?</p> <p>6. What are the materials for art-making?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-VA-1 Students will describe how visual artists use elements of art, principles of design, processes (e.g., drawing, painting, textiles), media (e.g., paint, fibers, wood, clay), and techniques to create art works.</i> <input type="checkbox"/> <i>AH-H-VA-2 Students will analyze, interpret, and evaluate a variety of art works.</i> <input type="checkbox"/> <i>AH-H-VA-3 Students will explain how visual artworks reflect cultures, time periods, and styles.</i> <input type="checkbox"/> <i>AH-H-I-1 Students will consider how artists in various cultures use elements and principles of arts to create artistic works.</i> <input type="checkbox"/> <i>AH-H-I-2 Students will examine how any artist's performance is influenced by the culture, period, and style in which a work is created.</i> <input type="checkbox"/> <i>AH-H-I-4 Students will explain how ideas, thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. DOK 3 <input type="checkbox"/> (Incorporates knowledge about elements of art and principles of design from primary through 8th grade.) <input type="checkbox"/> Elements of Art: 	<ul style="list-style-type: none"> <input type="checkbox"/> Elements of Art <input type="checkbox"/> Color <input type="checkbox"/> Line <input type="checkbox"/> Shape <input type="checkbox"/> Form <input type="checkbox"/> Texture <input type="checkbox"/> Value <input type="checkbox"/> Space <input type="checkbox"/> Principles of Design 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Handout defining Elements and Principles and their purpose. DOK 1 <input type="checkbox"/> Create 4" Paper Cube illustrating the Principles of Design on each side, incorporating Unity throughout all sides. DOK2 <input type="checkbox"/> Discuss the cultural symbol of the Mandala. DOK 1 <input type="checkbox"/> Take a quiz on the origins and functions of the Mandala. DOK 2 <input type="checkbox"/> Create a 12" Mandala using symbols of sacred concepts

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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"> <input type="checkbox"/> Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory – primary, secondary, intermediate hues, intensity – brightness and dullness, color schemes/groups – triadic, complementary, analogous) <input type="checkbox"/> Principles of Design: <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity. <input type="checkbox"/> AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <input type="checkbox"/> <u>Media (plural)/Medium (singular)</u> (Properties of media need to be known in order to respond to artworks) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u>: paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art <input type="checkbox"/> <u>Three-dimensional</u>: clay, wood, glass, metal, stone, and plaster <input type="checkbox"/> <u>Art Processes</u>: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u>: drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photographing <input type="checkbox"/> <u>Three-dimensional</u>: textiles, fiber art 	<ul style="list-style-type: none"> <input type="checkbox"/> Contrast <input type="checkbox"/> Rhythm <input type="checkbox"/> Pattern <input type="checkbox"/> Movement <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis <input type="checkbox"/> Mandala <input type="checkbox"/> Visual Culture <input type="checkbox"/> Popular Culture <input type="checkbox"/> Stereotype <input type="checkbox"/> Pop Art <input type="checkbox"/> Satire <input type="checkbox"/> Op Art <input type="checkbox"/> Positive Space <input type="checkbox"/> Negative space <input type="checkbox"/> Collograph Print <input type="checkbox"/> Edition <input type="checkbox"/> Brayer <input type="checkbox"/> Relief <input type="checkbox"/> Burnishing (in Printmaking) 	<p>and geometric shapes. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the concepts of visual culture and popular culture. DOK 2 <input type="checkbox"/> Identify current symbols of visual and popular culture. DOK 2 <input type="checkbox"/> Examine the idea of stereotypical roles using television sitcoms as examples. DOK 3 <input type="checkbox"/> Identify stereotypical roles in TV and compare and contrast these roles with student’s families. DOK 2 <input type="checkbox"/> Analyze the work of Pop Artists Andy Warhol and Roy Lichtenstein. DOK 3 <input type="checkbox"/> Discuss the Pop Art relationship with visual/popular culture. DOK 3 <input type="checkbox"/> Create a drawing based on Pop Art that reflects a satirical view of society or stereotypes. DOK3 <input type="checkbox"/> Analyze how Op Artists (Bridget Riley) manipulated the Elements of Art and Principles of Design to create visually challenging imagery. DOK 2 <input type="checkbox"/> Discuss positive and negative space. DOK 2 <input type="checkbox"/> Create a 1” stamp pattern. Draw on two sides of eraser block and carve out positive space on one side and negative space on the opposite side. DOK 2 <input type="checkbox"/> Print an Op Art pattern by alternately stamping reverse sides of carved eraser block. DOK 3 <input type="checkbox"/> Create a collograph plate for printmaking. DOK 2 <input type="checkbox"/> Print an edition of six prints using a variety of papers and colors. DOK 3 <input type="checkbox"/> Label prints of edition in the style of professional printmakers. DOK 1 <input type="checkbox"/> Create a metal foil relief with finished collograph plate by burnishing aluminum foil and India ink over plate. DOK 2

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	<p>(e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture <u>Subject matter:</u> representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)</p> <ul style="list-style-type: none"> ❑ AH-HS-2.4.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art. DOK 3 ❑ Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g. Dome of the Rock – geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g. Pampapati Temple – temple city complex with towers, Buddhist – e.g. Liurong Temple/pagoda or called a stupe in India, part of a temple city complex) ❑ Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy) ❑ <u>Historical Style Periods</u> (in chronological order) <ul style="list-style-type: none"> ❑ Renaissance (Leonardo Da Vinci – painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.] 		

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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"> ❑ Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro) ❑ Neo-Classic (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson – Neo – Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States) ❑ Romantic (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society) ❑ Realism – (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism) ❑ Impressionism/Post-Impressionism (Claude Monet – tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work) ❑ Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism) ❑ Modern and Contemporary American (Andy Warhol – Pop Art, focused on 		

Grade 9-12 Art I	Unit 4: Abstract and Non-Objective in 2D		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>celebrities and everyday objects of mass production, Georgia O'Keefe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience)</p> <p><input type="checkbox"/> AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems.</p>		

Grade 9-12 Art I	Unit 5: 3D Art - Sculpture and Craft		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What is the purpose for creating artwork?</p> <p>2. What is the difference between fine art and craft?</p> <p>3. How do artists use the Elements of Art and Principles of Design to create artwork?</p> <p>4. How do artists</p>	<p><u>Program of Studies</u></p> <p><input type="checkbox"/> AH-H-VA-1 Students will describe how visual artists use elements of art, principles of design, processes (e.g., drawing, painting, textiles), media (e.g., paint, fibers, wood, clay), and techniques to create art works.</p> <p><input type="checkbox"/> AH-H-VA-2 Students will analyze, interpret, and evaluate a variety of art works</p> <p><input type="checkbox"/> AH-H-VA-3 Students will explain how visual artworks reflect cultures, time periods, and styles</p> <p><input type="checkbox"/> AH-H-I-1 Students will consider how artists in various cultures use elements and principles of arts to create artistic works.</p> <p><input type="checkbox"/> AH-H-I-2 Students will examine how any artist's performance is influenced by the culture, period, and style in which a work is created</p> <p><input type="checkbox"/> AH-H-I-4 Students will explain how ideas,</p>		

Grade 9-12 Art I	Unit 5: 3D Art - Sculpture and Craft		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>select materials for their artworks?</p> <p>5. How do different cultures express themselves through the visual arts?</p> <p>6. How does our culture reflect or influence our artwork?</p>	<p><i>thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts</i></p> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. DOK 3 <input type="checkbox"/> (Incorporates knowledge about elements of art and principles of design from primary through 8th grade.) <input type="checkbox"/> Elements of Art: <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory – primary, secondary, intermediate hues, intensity – brightness and dullness, color schemes/groups – triadic, complementary, analogous) <input type="checkbox"/> Principles of Design: <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity. <input type="checkbox"/> AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <input type="checkbox"/> <u>Media (plural)/Medium (singular)</u> (Properties of media need to be known in 	<ul style="list-style-type: none"> <input type="checkbox"/> Handbuilding <input type="checkbox"/> Pinch <input type="checkbox"/> Coil <input type="checkbox"/> Slab <input type="checkbox"/> Slip <input type="checkbox"/> Scoring <input type="checkbox"/> Wedging <input type="checkbox"/> Stages of Dryness <input type="checkbox"/> Leatherhard <input type="checkbox"/> Firing <input type="checkbox"/> Bisque <input type="checkbox"/> Greenware <input type="checkbox"/> Glaze <input type="checkbox"/> Burnishing <input type="checkbox"/> Incising <input type="checkbox"/> Additive <input type="checkbox"/> Subtractive <input type="checkbox"/> Found Object <input type="checkbox"/> Assemblage <input type="checkbox"/> Textile <input type="checkbox"/> Serape <input type="checkbox"/> Warp <input type="checkbox"/> Weft <input type="checkbox"/> Dovetail <input type="checkbox"/> Manipulated Weft <input type="checkbox"/> Ghiordes knots <input type="checkbox"/> Vertical Slit <input type="checkbox"/> Diagonal Dovetail <input type="checkbox"/> Ritual <input type="checkbox"/> Embellish 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and Contrast pottery made by a variety of cultures and eras. DOK 3 <input type="checkbox"/> Read about the pottery of Maria Martinez. DOK 1 <input type="checkbox"/> Create an 8-10” glazed ceramic pot using coil construction method and decorate in manner of Martinez. DOK 2 <input type="checkbox"/> View a variety of sculptures, including Michaelangelo, Rodin, Picasso, and contemporary ceramic sculptors. DOK 1 <input type="checkbox"/> Create a subtractive sculpture in clay. DOK 2 <input type="checkbox"/> Create an additive sculpture in clay. DOK 2 <input type="checkbox"/> Complete test and open response question about the three methods of ceramic handbuilding, coiling, additive, and subtractive. DOK 3 <input type="checkbox"/> Create a sculpture out of found objects. DOK 2 <input type="checkbox"/> Read about sculpture of Louise Nevelson. DOK 10 <input type="checkbox"/> Complete a short answer quiz about Louise Nevelson. DOK 2 <input type="checkbox"/> Create a box assemblage out of shoeboxes in style of Louise Nevelson that demonstrates using the Principles of Design. DOK 2 <input type="checkbox"/> Compare and contrast the weavings of several Native American Tribes. DOK 4 <input type="checkbox"/> Demonstrate 5 different weaving techniques. DOK 2 <input type="checkbox"/> Create weaving using at least 3 demonstrated techniques in style of Native American Blanket weaving. DOK 3 <input type="checkbox"/> Complete reflection on purposes of craft products. DOK 2 <input type="checkbox"/> Read about the art of the African Mask. DOK 1 <input type="checkbox"/> Create a plaster mask that represents a spirit or animal in the style of African Masks. DOK 3 <input type="checkbox"/> Write a short story for your writing portfolio about the mystical powers of your mask. DOK 3

Grade 9-12 Art I	Unit 5: 3D Art - Sculpture and Craft		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>order to respond to artworks)</p> <ul style="list-style-type: none"> ❑ <u>Two-dimensional</u>: paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art ❑ Three-dimensional: clay, wood, glass, metal, stone, and plaster <p>❑ <u>Art Processes</u>:</p> <ul style="list-style-type: none"> ❑ <u>Two-dimensional</u>: drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photographing ❑ <u>Three-dimensional</u>: textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture <p><u>Subject matter</u>: representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)</p> <p>❑ AH-HS-2.4.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art. DOK 3</p> <p>❑ Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g. Dome of the Rock – geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g. Pampapati Temple – temple city complex with towers, Buddhist – e.g. Liurong Temple/pagoda or called a stupe in India, part of a temple city complex)</p>		<ul style="list-style-type: none"> ❑ Create a sculpture using newspaper, packing tape and plastic wrap and write about experience including difficulties and successes, etc . DOK 3

Grade 9-12 Art I	Unit 5: 3D Art - Sculpture and Craft		Suggested Length:
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"> ❑ Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy) ❑ <u>Historical Style Periods</u> (in chronological order) <ul style="list-style-type: none"> ❑ Renaissance (Leonardo Da Vinci – painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.]) ❑ Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro) ❑ Neo-Classic (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson – Neo – Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States) ❑ Romantic (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society) ❑ Realism – (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism) ❑ Impressionism/Post-Impressionism 		

Grade 9-12 Art I	Unit 5: 3D Art - Sculpture and Craft		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(Claude Monet – tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work)</p> <ul style="list-style-type: none"> ❑ Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism) ❑ Modern and Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O'Keefe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience) ❑ AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems. 		

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How would we evaluate a piece of art?	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ AH-H-I-3 Analyze, interpret, and evaluate the creation and performance of works in various art disciplines 		

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>2. How do the elements and principles of design contribute to artistic expression & viewer interpretation?</p> <p>3. How do artists use the Elements of Art and Principles of Design?</p> <p>4. In what different ways do we use art in society?</p>	<p><input type="checkbox"/> <i>AH-H-VA-1 Describe how visual arts use elements of art (line, shape, color, form, texture, space, value), principles of design (balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity), processes (e.g., drawing, painting, textiles), media (e.g., paint, fibers, wood, clay), and techniques to create art works.</i></p> <p><input type="checkbox"/> <i>AH-H-VA-2 Analyze, interpret and evaluate a variety of art works.</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. DOK 3</p> <p><input type="checkbox"/> (Incorporates knowledge about elements of art and principles of design from primary through 8th grade.)</p> <p><input type="checkbox"/> Elements of Art:</p> <p><input type="checkbox"/> Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory – primary, secondary, intermediate hues, intensity – brightness and dullness, color schemes/groups – triadic, complementary, analogous)</p> <p><input type="checkbox"/> Principles of Design:</p> <p><input type="checkbox"/> Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point),</p>	<p><input type="checkbox"/> Elements of Art</p> <p><input type="checkbox"/> Principles of Design</p> <p><input type="checkbox"/> Subject</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> Material</p> <p><input type="checkbox"/> Composition</p> <p><input type="checkbox"/> Still Life</p> <p><input type="checkbox"/> Portrait</p> <p><input type="checkbox"/> Landscape</p> <p><input type="checkbox"/> Abstract</p> <p><input type="checkbox"/> Non-Objective</p> <p><input type="checkbox"/> Style</p> <p><input type="checkbox"/> Color</p> <p><input type="checkbox"/> Hue</p> <p><input type="checkbox"/> Primary</p> <p><input type="checkbox"/> Secondary</p> <p><input type="checkbox"/> Tertiary</p> <p><input type="checkbox"/> Complimentary</p> <p><input type="checkbox"/> Analogous</p> <p><input type="checkbox"/> Warm/Cool</p> <p><input type="checkbox"/> Monochromatic</p> <p><input type="checkbox"/> Neutrals</p> <p><input type="checkbox"/> Tint</p> <p><input type="checkbox"/> Color Wheel</p> <p><input type="checkbox"/> Shade</p>	<p><input type="checkbox"/> Define and discuss basic art vocabulary that will be used throughout the course. DOK 1</p> <p><input type="checkbox"/> Take notes and discuss the Elements of Art (line, color, shape, form, texture, value, and space). DOK 1</p> <p><input type="checkbox"/> Analyze use of Elements in a variety of artworks. DOK 1</p> <p><input type="checkbox"/> Students will draw their hands using blind contour drawing techniques and gestural line techniques. DOK 2</p> <p><input type="checkbox"/> Complete a value scale and explore drawing techniques for creating values. DOK 2</p> <p><input type="checkbox"/> Complete a color wheel in which students identify primary, secondary, tertiary, complimentary, and analogous colors. DOK 2</p> <p><input type="checkbox"/> Create sketches that identify the positive and negative shapes within an artwork. DOK 2</p> <p><input type="checkbox"/> Take notes and discuss the Principles of Design (balance, contrast, emphasis, movement, rhythm, pattern, variety, proportion, and unity.) DOK 1</p> <p><input type="checkbox"/> Create 8 blocks on a blank sheet of paper and illustrate the following principles by creating designs with students’ initials: balance, emphasis, contrast, rhythm, pattern, movement, variety, unity. DOK 2</p> <p><input type="checkbox"/> Vocabulary review: complete a crossword puzzle using Elements and Principles terms. DOK 1</p> <p><input type="checkbox"/> Introduce “How to Write and Talk about Art” and</p>

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>Variety, Unity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <input type="checkbox"/> <u>Media (plural)/Medium (singular)</u> (Properties of media need to be known in order to respond to artworks) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional:</u> paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art <input type="checkbox"/> <u>Three-dimensional:</u> clay, wood, glass, metal, stone, and plaster <input type="checkbox"/> <u>Art Processes:</u> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional:</u> drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photographing <input type="checkbox"/> <u>Three-dimensional:</u> textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture <p><u>Subject matter:</u> representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-2.4.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art. DOK 3 <input type="checkbox"/> Middle Eastern and Asian temple architecture, characteristics of temples 	<ul style="list-style-type: none"> <input type="checkbox"/> Saturation <input type="checkbox"/> Line <input type="checkbox"/> Space <input type="checkbox"/> Shape <input type="checkbox"/> Amorphous <input type="checkbox"/> Geometric <input type="checkbox"/> Organic <input type="checkbox"/> Positive shape <input type="checkbox"/> Negative shape <input type="checkbox"/> Texture <input type="checkbox"/> Form <input type="checkbox"/> Value <input type="checkbox"/> Balance <input type="checkbox"/> Symmetry <input type="checkbox"/> Asymmetry <input type="checkbox"/> Radial <input type="checkbox"/> Emphasis <input type="checkbox"/> Focal Point <input type="checkbox"/> Pattern <input type="checkbox"/> Motif <input type="checkbox"/> Repetition <input type="checkbox"/> Movement <input type="checkbox"/> Unity <input type="checkbox"/> Rhythm <input type="checkbox"/> Proportion <input type="checkbox"/> Contrast 	<p>practice discussing art using the Artwork Comparison Chart. DOK 1</p>

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>(Islamic – e.g. Dome of the Rock – geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g. Pampapati Temple – temple city complex with towers, Buddhist – e.g. Liurong Temple/pagoda or called a stupe in India, part of a temple city complex)</p> <ul style="list-style-type: none"> ❑ Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy) ❑ <u>Historical Style Periods</u> (in chronological order) <ul style="list-style-type: none"> ❑ Renaissance (Leonardo Da Vinci – painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.] ❑ Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro) ❑ Neo-Classic (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson – Neo – Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States) ❑ Romantic (John Constable – British 		

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society)</p> <ul style="list-style-type: none"> ❑ Realism – (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism) ❑ Impressionism/Post-Impressionism (Claude Monet – tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work) ❑ Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism) ❑ Modern and Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O'Keefe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience) <p>❑ AH-HS-3.4.1 Students will explain how art fulfills a variety of purposes. DOK 2</p>		

Grade 9-12 Humanities - Visual Arts	Unit 6: Elements & Principles, Materials, (Basic Concepts) Styles, Techniques & Analyzing Artwork		Suggested Length: 5 days
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Purposes of Visual Arts:</u> (different roles of art) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies <input type="checkbox"/> <u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate information, art to document important or historical events (e.g., Lange's photography of the Depression era) <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets, etc.) <input type="checkbox"/> <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.) <input type="checkbox"/> AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems. <input type="checkbox"/> AH-HS-4.4.2 Students will use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values. 		

Grade 9-12 Humanities - Visual Art	Unit 7: Cultures and Periods		Suggested Length:
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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How do the arts of each period reflect the values of the culture?</p> <p>2. How do the arts created during each period reflect previous periods styles or movements?</p> <p>3. How did artists of each period express similar ideas or concerns in different forms?</p> <p>4. What are the purposes for making art?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-H-I-1 Consider how artists in various cultures use elements and principles of arts to create artistic works. <input type="checkbox"/> AH-H-I-2 Examine how any artist’s performance is influenced by the culture, period, and style in which a work is created. <input type="checkbox"/> AH-H-I-3 Analyze, interpret, and evaluate the creation and performance of works in various arts disciplines <input type="checkbox"/> AH-H-I-4 Explain how ideas, thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts. <input type="checkbox"/> AH-H-VA-2 Analyze, interpret, and evaluate a variety of art works. <input type="checkbox"/> AH-H-VA-3 Explain how visual artworks reflect cultures, time periods, and styles <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. DOK 3 <input type="checkbox"/> (Incorporates knowledge about elements of art and principles of design from primary through 8th grade.) <input type="checkbox"/> Elements of Art: <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory – primary, secondary, intermediate hues, intensity – brightness and dullness, color schemes/groups – triadic, complementary, analogous) 	<p><i>Art of the Pacific Rim</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Buddhism <input type="checkbox"/> Hinduism <input type="checkbox"/> Nirvana <input type="checkbox"/> Lotus <input type="checkbox"/> Reincarnation <input type="checkbox"/> Sacred <input type="checkbox"/> Mandala <input type="checkbox"/> Calligraphy <input type="checkbox"/> Chiaroscuro <input type="checkbox"/> Dynasty <input type="checkbox"/> Sumi’e <input type="checkbox"/> Porcelain <input type="checkbox"/> Ming Pottery <input type="checkbox"/> Geisha <input type="checkbox"/> Shogun <input type="checkbox"/> Samurai <input type="checkbox"/> Kimono <input type="checkbox"/> Raku <input type="checkbox"/> Woodblock Printmaking 	<p><i>Art of the Pacific Rim</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will view a PowerPoint Presentation on Art of the Pacific Coast and answer questions on a handout that follows each slide of the presentation. DOK 1 <input type="checkbox"/> Students will compare and contrast Western art with Asian Art. DOK 3 <input type="checkbox"/> Students will work in groups to analyze a variety of artwork examples from Asian Cultures and make presentations using the Artwork Comparison Chart. DOK 3 <input type="checkbox"/> Students will read about the art of Chinese calligraphy and practice writing using brush and ink. DOK 1 <p><i>Islamic Art</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will take notes and discuss characteristics, examples, and terms of Islamic art. DOK 1 <input type="checkbox"/> Students will compare and contrast Islamic architecture with local architecture. DOK 3 <input type="checkbox"/> Students will create Islamic tile patterns using handout "Construction of an Islamic Pattern", compasses, and pencils. DOK 3

Grade 9-12 Humanities - Visual Art	Unit 7: Cultures and Periods		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> Principles of Design: <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity. <input type="checkbox"/> AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <input type="checkbox"/> Media (plural)/Medium (singular) (Properties of media need to be known in order to respond to artworks) <ul style="list-style-type: none"> <input type="checkbox"/> Two-dimensional: paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art <input type="checkbox"/> Three-dimensional: clay, wood, glass, metal, stone, and plaster <input type="checkbox"/> Art Processes: <ul style="list-style-type: none"> <input type="checkbox"/> Two-dimensional: drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photographing <input type="checkbox"/> Three-dimensional: textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture Subject matter: representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective) <input type="checkbox"/> AH-HS-3.4.1 Students will explain how art 	<ul style="list-style-type: none"> <input type="checkbox"/> Hokusai <i>IslamicArt</i> <input type="checkbox"/> Islam <input type="checkbox"/> Arabesque <input type="checkbox"/> Minaret <input type="checkbox"/> Mosque <input type="checkbox"/> Taj Mahal <i>Renaissance</i> <input type="checkbox"/> Humanism <input type="checkbox"/> Linear Perspective <input type="checkbox"/> Fresco <input type="checkbox"/> Patron <input type="checkbox"/> Enigmatic <input type="checkbox"/> Sfumato <input type="checkbox"/> Classical <input type="checkbox"/> Western <input type="checkbox"/> Michelangelo <input type="checkbox"/> Leonardo DaVinci <input type="checkbox"/> Mona Lisa <input type="checkbox"/> Sistine Chapel <input type="checkbox"/> Pieta <input type="checkbox"/> Raphael <input type="checkbox"/> School of Athens <i>Baroque</i> <input type="checkbox"/> Theatrical <input type="checkbox"/> Dramatic <input type="checkbox"/> Group Portrait <input type="checkbox"/> Rembrandt <input type="checkbox"/> Nightwatch <input type="checkbox"/> Caravaggio <i>Neo-Classicism</i> <input type="checkbox"/> Thomas Jefferson <input type="checkbox"/> Monticello <input type="checkbox"/> David 	<p><i>Summary</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete a Study Guide reviewing terms from Elements and Principles, Asian & Islamic Art DOK 1 <input type="checkbox"/> Students will take Test #1 reviewing vocabulary, purposes, styles, and themes, periods and cultures studied in the first two units of the course. DOK 2 <i>Italian Renaissance</i> <input type="checkbox"/> Students will take notes and discuss terms, characteristics, artists and artworks of the Renaissance. DOK 1 <input type="checkbox"/> Students will compare and contrast artworks from the Middle Ages and the Renaissance. DOK 3 <input type="checkbox"/> Students will read “Masterpiece of the Month: <i>The Mona Lisa</i>” and respond to questions about the origin and myth of this famous work. DOK 2 <input type="checkbox"/> Students will analyze the <i>Mona Lisa</i> using the Artwork Comparison Chart. DOK 3 <input type="checkbox"/> Students will simulate the physical challenges Michelangelo faced when creating the Sistine Chapel ceiling by taping paper underneath their desks and drawing upside down and lying on their backs. DOK 2 <input type="checkbox"/> Students will identify the vanishing point and horizon line in <i>School of Athens</i> by Raphael and discuss the effects of linear perspective on artistic styles. DOK 1 <input type="checkbox"/> Students will create a drawing using linear perspective. DOK 2 <i>Northern Renaissance</i> <input type="checkbox"/> Students will take notes and discuss terms, characteristics, artists and artworks of the Northern Renaissance. DOK 1 <input type="checkbox"/> Students will view segments of “Girl with a Pearl Earring” to see the processes used by artists in Vermeer’s time in mixing paints and using an early

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	<p>fulfills a variety of purposes. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Purposes of Visual Arts:</u> (different roles of art) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies <input type="checkbox"/> <u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate information, art to document important or historical events (e.g., Lange's photography of the Depression era) <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets, etc.) <input type="checkbox"/> <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.) <input type="checkbox"/> AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems. <input type="checkbox"/> AH-HS-4.4.2 Students will use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values. 	<ul style="list-style-type: none"> <i>Romanticism</i> <input type="checkbox"/> Constable <input type="checkbox"/> Goya <input type="checkbox"/> Black Paintings <i>Realism</i> <input type="checkbox"/> Manet <input type="checkbox"/> Courbet <i>Impressionism</i> <input type="checkbox"/> Prism <input type="checkbox"/> Atmospheric <input type="checkbox"/> Monet <input type="checkbox"/> Renoir <input type="checkbox"/> Degas <input type="checkbox"/> Cassatt <input type="checkbox"/> Rodin <i>Post Impressionism</i> <input type="checkbox"/> Poster <input type="checkbox"/> Van Gogh <input type="checkbox"/> Gaugin <input type="checkbox"/> Cezanne <input type="checkbox"/> Toulouse-Lautrec <input type="checkbox"/> Surrealism <input type="checkbox"/> Salvador Dali <input type="checkbox"/> Abstract Expressionism <input type="checkbox"/> Cubism <input type="checkbox"/> Picasso <input type="checkbox"/> Guernica <input type="checkbox"/> Pop Art <input type="checkbox"/> Andy Warhol <input type="checkbox"/> Op Art <input type="checkbox"/> Harlem Renaissance <input type="checkbox"/> Jacob Lawrence <input type="checkbox"/> Fauvism <input type="checkbox"/> Georgia O'Keefe 	<p>camera obscura. DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will analyze <i>The Ambassadors</i> by Hans Holbein using the Artwork Comparison Chart. DOK 3 <i>Baroque</i> <input type="checkbox"/> Students will take notes and discuss terms, characteristics, artists and artworks of the Baroque Era. DOK 1 <input type="checkbox"/> Students will read “Portrait of a Rebel” and respond to questions about Caravaggio’s life. DOK 2 <input type="checkbox"/> Students will analyze <i>The Nightwatch</i> by Rembrandt using the Artwork Comparison Chart. DOK 3 <input type="checkbox"/> Create value contrast in a darkened environment with a spotlight. They will create this drawing using black drawing paper or construction paper and light hued chalk pastels to show highlights and shadows. DOK 2 <i>Neo-Classicism, Romanticism, and Realism</i> <input type="checkbox"/> Students will take notes and discuss terms, characteristics, artists and artworks of Neo-Classicism, Romanticism, and Realism DOK 1 <input type="checkbox"/> Students will read about Thomas Jefferson’s Monticello and analyze the characteristics and symbolism of his use of Neo-Classical architecture. DOK 2 <input type="checkbox"/> Students will view “Sister Wendy’s Story of Painting: Revolution” and complete a handout. DOK 2 <i>Impressionism and Post-Impressionism</i> <input type="checkbox"/> Students will take notes and discuss terms, characteristics, artists and artworks of Impressionism and Post-Impressionism. DOK 1 <input type="checkbox"/> Students will analyze <i>Starry Starry Night</i> using the Artwork Comparison Chart. DOK 3 <input type="checkbox"/> Students will view “Sister Wendy’s Story of Painting: The Impressionists” and complete a handout. DOK 2 <i>Modern Art</i> <input type="checkbox"/> Students will read about <i>Guernica</i> by Picasso, identify

Grade 9-12 Humanities - Visual Art	Unit 7: Cultures and Periods		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
		<ul style="list-style-type: none"> <input type="checkbox"/> Dorothea Lange <input type="checkbox"/> Frank Lloyd Wright <input type="checkbox"/> Architecture <input type="checkbox"/> Art Nouveau <input type="checkbox"/> Art Deco <input type="checkbox"/> Propaganda <input type="checkbox"/> Editorial <input type="checkbox"/> Cartoon <input type="checkbox"/> Satire 	<p>the purpose of the painting, the symbolism in the painting, and the social and political associations of the painting. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will discuss the variety of art movements that occurred after Post-Impressionism. DOK 1 <input type="checkbox"/> Students will work in groups to create a poster about one major art movement or group in Modern Art. DOK 3 <input type="checkbox"/> Students will present information in their groups to the entire class. DOK 3 <input type="checkbox"/> Students will complete a scavenger hunt for information about Modern Art movements using the Modern Art posters. DOK 2 <input type="checkbox"/> Students will evaluate modern, real-life uses for art in our contemporary culture. DOK 3 <input type="checkbox"/> Students will read and analyze a variety of political cartoons as examples of art influenced by society. DOK 2 <input type="checkbox"/> Students will compare and contrast a political cartoon and an editorial. DOK 3 <input type="checkbox"/> Students will research a contemporary issue and create a political cartoon that expresses their opinion using humor. DOK 3 <p><i>Unit Summary:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete a study guide for the second test covering art history from the Renaissance thru Modern Art. DOK 1 <input type="checkbox"/> Students will take Test #2 covering the concepts, styles, artists, artworks, and terms from the second unit, Renaissance thru Modern Art. DOK 2

Grade 9-12 Humanities - Visual Art	Unit 8: Careers in Art		Suggested Length: 4 days
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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
1. What choice of careers does a person interested in visual art have?	<p><u>Core Content</u></p> <p><input type="checkbox"/> AH-HS-4.4.3 Students will identify skills and training necessary for a variety of careers in visual arts.</p>	<p><input type="checkbox"/> Graphic Designer</p> <p><input type="checkbox"/> Illustrator</p> <p><input type="checkbox"/> Photojournalist</p> <p><input type="checkbox"/> Animators</p> <p><input type="checkbox"/> Sculptor</p> <p><input type="checkbox"/> Craftsman</p> <p><input type="checkbox"/> Architect</p> <p><input type="checkbox"/> Interior Designer</p> <p><input type="checkbox"/> Cartoonist</p> <p><input type="checkbox"/> Photographer</p> <p><input type="checkbox"/> Computer/Video Game Designers</p> <p><input type="checkbox"/> Exhibit/Display Design</p> <p><input type="checkbox"/> Landscape Architecture</p> <p><input type="checkbox"/> Fashion Designer</p> <p><input type="checkbox"/> Industrial Designer</p> <p><input type="checkbox"/> Art Director</p> <p><input type="checkbox"/> Art Teacher</p> <p><input type="checkbox"/> Art Therapist</p> <p><input type="checkbox"/> Fine Artists</p>	<p><input type="checkbox"/> Careers in Art Presentation - Research career based on specific criteria and report to class about chosen career DOK 4</p> <p><input type="checkbox"/> Class presentation (choice of presentation may include technology or oral presentation) DOK 4</p> <p><input type="checkbox"/> Create a handout about the presentation for each student in the class DOK 4</p>

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What are the basic elements and categories of dance?</p> <p>2. How are the elements of dance used to create and communicate meaning?</p>	<p><u>Program of Studies</u></p> <p><input type="checkbox"/> AH-H-Da-1 Describe the process of making dance and how elements of dance (space, time, force) are used to create and communicate meaning.</p> <p><input type="checkbox"/> AH-H-Da-3 Describe how performers use elements of dance in various dance styles and improvisation</p> <p><u>Core Content</u></p> <p><input type="checkbox"/> AH-HS-1.2.1 Students will analyze or</p>	<p><input type="checkbox"/> Dance</p>	<p><i>Basics of Dance</i></p> <p><input type="checkbox"/> Brainstorm definitions of dance through student</p>

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>3. Compare classical ballet and modern dance with respect to the basic elements of each.</p> <p>4. How did ballet influence the</p>	<p>evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing. DOK 3</p> <ul style="list-style-type: none"> ❑ (Incorporates prior knowledge about elements from primary through 8th grade.) ❑ Elements: Space, Time, Force <ul style="list-style-type: none"> ❑ Choreographic Forms: Theme and Variations, Rondo, Narrative ❑ Styles: (characteristics of) ❑ Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (<i>actual terms not to be assessed</i>), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances ❑ Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps) ❑ Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (<i>actual terms not to be assessed</i>), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance ❑ Modern – freedom in movement, English/French/new words to describe movements (<i>actual terms not to be assessed</i>), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in 	<ul style="list-style-type: none"> ❑ Time ❑ Space ❑ Force ❑ Ceremonial/ritual ❑ Artistic ❑ Recreational/folk/social 	<p>interaction. List on the overhead. Compare this student-created definition to Martha Graham’s and Webster’s.</p> <ul style="list-style-type: none"> ❑ Characterize the three main elements of dance through brainstorming techniques. Assign CATS language to the characterizations. (time, space, force) ❑ Watch video on space, time and force ❑ Answer questions on video and do <u>Open Response</u> ❑ Develop a chart on space, time and force. ❑ Develop a history and evolution of dance (general) based on students’ knowledge of ancient history through class discussion. [Dance used to worship (ceremonial/ritual), Dance used to commemorate or celebrate (recreational/folk/social), and Dance for entertainment as an art form (artistic)] ❑ Discussion from above should lead to the outline of the three categories of dance (CATS language): ritual, folk/social, artistic ❑ Extend knowledge of the categories of dance by asking for examples of dances that may transfer from category to category based on the intended “audience” ❑ H/O “Basics of Dance” (pp. 307-312, The NY Public Library Public Desk Reference) and the questions about the reading. Students must independently answer questions regarding the reading material. (Discussion follows) ❑ Discuss evolution of dance ❑ Read about the basics of dance and answer questions ❑ Quizzes and tests over basics of dance

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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>creation of modern dance?</p> <p>5. How did dance on stage and screen evolve from slaves dancing on plantations?</p>	<p>the development of choreography</p> <ul style="list-style-type: none"> ❑ AH-HS-3.2.1 Students will explain how dance fulfills a variety of purposes. DOK 2 ❑ Purposes of dance: (different roles of dance) <ul style="list-style-type: none"> ❑ Ceremonial - 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) ❑ Recreational - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) ❑ Artistic expression - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) <p><u>Program of Studies</u></p>	<ul style="list-style-type: none"> ❑ Choreography ❑ Turnout ❑ Plie ❑ Releve ❑ Adagio ❑ Allegro ❑ Classical ballet ❑ Closed positions ❑ Open positions ❑ En pointe ❑ Five positions ❑ Theme and variation ❑ Tutu ❑ Modern dance ❑ Ballet Russes <p><i>Biographies of notable choreographers and dancers</i></p> <ul style="list-style-type: none"> ❑ Louis XIV ❑ George Balanchine ❑ Mikhail Baryshnikov ❑ Agnes de Mille ❑ Isadora Duncan ❑ Katherine Dunham ❑ Michel Fokine ❑ Alvin Ailey ❑ Martha Graham ❑ Lester Horton 	<p><i>History of Ballet and Modern Dance</i></p> <ul style="list-style-type: none"> ❑ Upon completion of studying the creation of ballet and its five basic positions, students will illustrate, either through sketches or performance, the 5 ballet positions. ❑ Students will view and critique a live in-class performance of ballet, tap, and jazz. ❑ H/O <i>Alvin Ailey Dance Troupe</i> (from attendance of performance 5 years ago) and the questions about the reading. Students must independently answer questions regarding the reading material. Discussion follows. ❑ H/O <i>Modern Dance Primer</i> (from the WWI) and the questions about the reading. Students must independently answer questions regarding the reading material. Discussion follows. ❑ <u>Open Response: Ballet and Modern Dance</u> ❑ <u>Notes Quiz # 1: Short Answer</u> ❑ Go over ballet terms ❑ Watch video on 5 positions in ballet and terms ❑ Answer questions over video ❑ Go over notes about ballet ❑ Do worksheet over notes ❑ Go over descriptive words relating to ballet ❑ Trace history of ballet ❑ Watch "Nutcracker" and do a movie review of it ❑ Analyze difference between two dances in "Nutcracker" ❑ <u>Take ballet test</u> ❑ Watch "Dance Sense" video ❑ Answer Question on it ❑ Take test and quiz over notes and worksheet

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>6. What effect does music, costumes, lighting, props, and scenery have on the choreographic idea of dance?</p> <p>7. How is dance a “window into culture?”</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>I-1 Consider how artists in various cultures use elements and principles of arts to create artistic works.</i> <input type="checkbox"/> <i>I-2 Examine how any artist’s performance is influenced by the culture, period, and style in which a work is created.</i> <input type="checkbox"/> <i>I-3 Analyze, interpret, and evaluate the creation and performance of works in various arts disciplines.</i> <input type="checkbox"/> <i>I-4 Explain how ideas, thoughts, and traditions of humankind are reflected in arts through historical and cultural contexts.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.2.1 Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing. DOK 3 <input type="checkbox"/> (Incorporates prior knowledge about elements from primary through 8th grade.) <input type="checkbox"/> Elements: Space, Time, Force <ul style="list-style-type: none"> <input type="checkbox"/> Choreographic Forms: Theme and Variations, Rondo, Narrative <input type="checkbox"/> Styles: (characteristics of) <input type="checkbox"/> Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (actual terms not to be assessed), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances <input type="checkbox"/> Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and 	<ul style="list-style-type: none"> <input type="checkbox"/> Minstrel show <input type="checkbox"/> Plantation dancing <input type="checkbox"/> Blacking face <input type="checkbox"/> Tap dancing <input type="checkbox"/> Vaudeville <input type="checkbox"/> Can-can <input type="checkbox"/> buck-and-wing <p><i>Biographies of notable choreographers and dancers</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fred Astaire <input type="checkbox"/> Ginger Rogers <input type="checkbox"/> Gene Kelly <input type="checkbox"/> Shirley Temple <input type="checkbox"/> Bill Robinson (Bojangles) 	<p><i>Dance on Stage and Screen</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch video of Tap dancing and answer questions <input type="checkbox"/> Go over notes on stage and screen <input type="checkbox"/> H/O <i>The Minstrel Show</i> (from the AP U.S. History text) and the questions about the reading. Students must independently answer questions regarding the reading material. Discussion follows. <input type="checkbox"/> Video clip: <i>Tap</i> (Gregory Hines) This is used to compare the Broadway version of tap and “hoofing” that also evolved from plantation dancing. <input type="checkbox"/> Video: <i>Blast!</i> (A PBS recording of a recent original Broadway production) <input type="checkbox"/> <u>Open Response: Having a Blast!</u> (Describe and analyze the effect music, costumes, lighting, props, and scenery have on the choreographic ideas presented in <i>Blast!</i>) <input type="checkbox"/> “After the video” assignment: Identify the theme of one of the dances observed in Blast! Be sure to include the time, space, and force that created the theme. <input type="checkbox"/> H/O Professional critiques of <i>Blast!</i> (downloaded from blasttheshow.com) used as springboard for discussion purposes on the “skills and training for a variety of careers related to dance” and to “analyze the way a dance might be viewed from different perspectives (critics, audiences...)” <input type="checkbox"/> Other video clips may include scenes from <ul style="list-style-type: none"> <input type="checkbox"/> Top Hat (Astaire) <input type="checkbox"/> Shall We Dance? (Astaire/Rogers) <input type="checkbox"/> West Side Story <input type="checkbox"/> Singing in the Rain (Kelly) <input type="checkbox"/> White Nights (Baryshnikov)

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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>8. How did social dance change with each decade during the 20th century?</p> <p>9. How is choreography created?</p>	<p>African steps)</p> <ul style="list-style-type: none"> ❑ Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (<i>actual terms not to be assessed</i>), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance ❑ Modern – freedom in movement, English/French/new words to describe movements (<i>actual terms not to be assessed</i>), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography <ul style="list-style-type: none"> ❑ AH-HS-2.2.1 Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance. DOK 3 <ul style="list-style-type: none"> ❑ European Culture and Periods: (in chronological order) (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard) <ul style="list-style-type: none"> ❑ Renaissance (court dances) ❑ Baroque (development of ballet, Louis XIV) ❑ Romantic (Golden Age of ballet) ❑ Modern (Fokine – the revitalization and 20th century prominence of Russian ballet, Balanchine, Baryshnikov) ❑ Recent Styles in American Culture: <ul style="list-style-type: none"> ❑ Popular dance (includes Early 	<ul style="list-style-type: none"> ❑ Bharata natyam ❑ Animal dance ❑ Ashante court dance ❑ Yoruba spirit dance ❑ Bolero ❑ Cancan ❑ Conga ❑ Cha-cha ❑ Fandango ❑ Flamenco ❑ Jig ❑ Kabuki ❑ Limbo ❑ Minuet ❑ Pericon ❑ Rumba ❑ Tango ❑ Tarantella ❑ Waltz ❑ Folk dancing ❑ Round ❑ Rondo ❑ Fox-trot ❑ Jitterbug ❑ Lindy hop ❑ The Charleston ❑ Jazz ❑ Ragtime ❑ Flappers ❑ Swing 	<ul style="list-style-type: none"> ❑ Curly Top (Temple/Bojangles) <p><i>Dance in Other Cultures</i></p> <ul style="list-style-type: none"> ❑ View video clip: <i>KET Humanities Broadcast #4: African Dance</i> ❑ Discuss how dance is a “window into African culture” (after viewing video) ❑ <u>Open Response: Dance in Other Cultures</u> (Discuss how dance reflects history and culture.) ❑ H/O The Bharata Natyam (Feature article from <i>Dance Magazine</i> and pictures, descriptions downloaded from WWW) ❑ <u>Notes Quiz 2: Short Answer</u> ❑ Watch video on African Dance – answer questions on video ❑ Watch "Little Johnny Brown" – Do Open Response on video ❑ Identify skills and training as related to careers through the entire course ❑ Discuss skills needed to be a dancer in different forms of dance ❑ Discuss what it takes to become a choreographer

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	<p>American dance, folk and social dance, [e.g., square dance, swing, waltz] Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint)</p> <ul style="list-style-type: none"> ❑ Modern dance (important figures include: Alvin Ailey – acclaimed African American choreographer, incorporation of traditional African roots, African-American themes <p><u><i>Program of Studies</i></u></p> <ul style="list-style-type: none"> ❑ <i>AH-H-Da-2 Describe and analyze the effect music, costumes, lighting, props, and scenery have on the choreographic idea of dance.</i> ❑ <i>AH-H-Da-4 Describe similarities and differences among dance styles.</i> ❑ <i>AH-H-Da-6 Analyze, interpret, and evaluate various aspects of a dance performance.</i> ❑ <i>AH-H-Da-8 Analyze the way a dance might be viewed from different perspectives (critics, audiences, choreographers, performers).</i> <p><u><i>Core Content</i></u></p> <ul style="list-style-type: none"> ❑ AH-HS-1.2.1 Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate 	<ul style="list-style-type: none"> ❑ Big Band ❑ The Twist ❑ Frug ❑ Mashed potato ❑ The bump ❑ The swim ❑ Disco ❑ Break-dancing ❑ Line-dancing 	<p><i>Social Dance in Our American Culture from 1900 to present</i></p> <ul style="list-style-type: none"> ❑ H/O <i>Dance in the 1920s-1940s</i> (from AP U.S. History text) ❑ H/O <i>Social Dance in the USA</i> (pp. 383-389, The NY Public Library Public Desk Reference) and the questions about the reading. Students must independently answer questions regarding the reading material. (Discussion follows) ❑ Video clip: <i>It’s a Wonderful Life</i> (the Charleston/ragtime dancing) <p><i>Dance Performance Section</i></p> <ul style="list-style-type: none"> ❑ Teach students choreography for 1940s-style slow dancing, incorporating authentic music from the era.

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>ideas and feelings through creating and performing. DOK 3</p> <ul style="list-style-type: none"> ❑ (Incorporates prior knowledge about elements from primary through 8th grade.) ❑ Elements: Space, Time, Force <ul style="list-style-type: none"> ❑ Choreographic Forms: Theme and Variations, Rondo, Narrative ❑ Styles: (characteristics of) ❑ Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (<i>actual terms not to be assessed</i>), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances ❑ Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps) ❑ Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (<i>actual terms not to be assessed</i>), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance ❑ Modern – freedom in movement, English/French/new words to describe movements (<i>actual terms not to be assessed</i>), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography ❑ AH-HS-1.2.2 Students will describe or 		<ul style="list-style-type: none"> ❑ Teach students choreography for the cha-cha (couples dance) using appropriate music ❑ Teach students the basic steps of the jitterbug/Lindy hop (8-count style) using authentic swing/big band music and music from the 1950s. ❑ Video clip: <i>Blast From the Past</i> : Students analyze the jitterbug style in the clip and get ideas on how to choreograph additional jitterbug moves into the basic steps taught by the teacher. ❑ Students will work cooperatively in couples, or groups to choreograph a swing dance using the basic steps and other steps they have learned/created on their own. ❑ Students will work cooperatively to create an improvisational dance using appropriate 60s and 70s fad dance movements. ❑ <u>Students will memorize and perform 64 counts of choreography from each of the following:</u> <ul style="list-style-type: none"> ❑ 1940s slow dance ❑ Cha-cha ❑ Jitterbug ❑ Country line dance ❑ <u>FINAL EXAM: 25 multiple choice questions, 3 open response questions</u> (covers all material taught except the dance performance section) <p>Note: The dance performance section encourages a “fondness” for the course, which in turn, promotes effort in the other areas of the course.</p> <ul style="list-style-type: none"> ❑ Performance standards are presented in class as time will permit

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>analyze the relationship among music, costumes, lighting, props/scenery and choreography. DOK 3</p> <ul style="list-style-type: none"> ❑ AH-HS-2.2.1 Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance. DOK 3 ❑ European Culture and Periods: (in chronological order) (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard) <ul style="list-style-type: none"> ❑ Renaissance (court dances) ❑ Baroque (development of ballet, Louis XIV) ❑ Romantic (Golden Age of ballet) ❑ Modern (Fokine – the revitalization and 20th century prominence of Russian ballet, Balanchine, Baryshnikov) ❑ Recent Styles in American Culture: <ul style="list-style-type: none"> ❑ Popular dance (includes Early American dance, folk and social dance, [e.g., square dance, swing, waltz] Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint) ❑ Modern dance (important figures include: Alvin Ailey – acclaimed African American choreographer, incorporation of traditional African roots, African-American themes) ❑ AH-HS-1.2.2 Students will describe or analyze the relationship among music, 		

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>costumes, lighting, props/scenery and choreography.</p> <p><input type="checkbox"/> AH-HS-4.2.5 Students will identify skills and training for a variety of careers related to dance.</p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>AH-H-Da-5 Compare and contrast how dance is used in thematic, social, historical, and/or political contexts.</i></p> <p><input type="checkbox"/> <i>AH-H-Da-7 Explain how dance reflects various time cultures, periods, and styles.</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> AH-HS-1.2.1 Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing. DOK 3</p> <p><input type="checkbox"/> (Incorporates prior knowledge about elements from primary through 8th grade.)</p> <p><input type="checkbox"/> Elements: Space, Time, Force</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choreographic Forms: Theme and Variations, Rondo, Narrative <input type="checkbox"/> Styles: (characteristics of) <input type="checkbox"/> Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (<i>actual terms not to be assessed</i>), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances 		

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 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"> ❑ Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps) ❑ Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (<i>actual terms not to be assessed</i>), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance ❑ Modern – freedom in movement, English/French/new words to describe movements (<i>actual terms not to be assessed</i>), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography ❑ AH-HS-2.2.1 Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance. DOK 3 ❑ European Culture and Periods: (in chronological order) (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard) <ul style="list-style-type: none"> ❑ Renaissance (court dances) ❑ Baroque (development of ballet, Louis XIV) ❑ Romantic (Golden Age of ballet) ❑ Modern (Fokine – the revitalization and 20th century prominence of Russian ballet, Balanchine, 		

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Baryshnikov)</p> <ul style="list-style-type: none"> ❑ Recent Styles in American Culture: <ul style="list-style-type: none"> ❑ Popular dance (includes Early American dance, folk and social dance, [e.g., square dance, swing, waltz] Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint) Modern dance (important figures include: Alvin Ailey – acclaimed African American choreographer, incorporation of traditional African roots, African-American themes) ❑ AH-HS-3.2.1 Students will explain how dance fulfills a variety of purposes. DOK 2 ❑ Purposes of dance: (different roles of dance) <ul style="list-style-type: none"> ❑ <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) <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) <u>Artistic expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) 		

Grade 9-12 Humanities - Dance	Unit 9: Dance Appreciation Unit		Suggested Length: 9 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-HS-4.2.1 Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings. <input type="checkbox"/> AH-HS-4.2.2 Students will demonstrate appropriate alignment, strength, and flexibility while performing dance movement. <input type="checkbox"/> AH-HS-4.2.3 Students will perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative) 		

Grade 9-12 Humanities - Music	Unit 10: Elements of music		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Describe and define the elements of music.</p> <p>2. What are some careers in music?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-H-M-1 Use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) to describe how musicians compose, perform, and improvise. <input type="checkbox"/> AH-H-M-2 Interpret music notation and symbols <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.1.1 Students will analyze or evaluate the use of elements of music in musical compositions. DOK 3 <input type="checkbox"/> (Incorporates prior knowledge about elements from primary through 8th grade) <input type="checkbox"/> <u>Elements of Music:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: 	<ul style="list-style-type: none"> <input type="checkbox"/> Grand Staff <input type="checkbox"/> Treble Clef <input type="checkbox"/> Bass Clef <input type="checkbox"/> Middle c <input type="checkbox"/> Score <input type="checkbox"/> Notation values <input type="checkbox"/> Rhythm <input type="checkbox"/> Duration <input type="checkbox"/> Timbre 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a variety of music symbols and notation DOK1 <input type="checkbox"/> Perform written notation DOK 2 <input type="checkbox"/> Classify Perceptive Listening terms on a rubric guide DOK 1 <input type="checkbox"/> Describe a variety of music related careers from library research DOK 2 <input type="checkbox"/> Unit test CLA <input type="checkbox"/> <u>Open Response: identify two music related careers and discuss the following about each: job title; training</u>

Grade 9-12 Humanities - Music	Unit 10: Elements of music		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>overture, aria, recitative, movements of classical symphony-four movements in typical sequence: movement 1-fast dramatic movement, movement 2-lyrical slow movement, movement 3-a dance-like movement {e.g., minuet or scherzo}, movement 4-a brilliant or heroic fast movement), Timbre, Harmony, Tempo, Dynamics</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-4.1.1 Students will create and notate music. <input type="checkbox"/> AH-HS-4.1.2 Students will improvise rhythmic and/or melodic embellishments and variations on given melodies. <input type="checkbox"/> AH-HS-4.1.3 Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice). <input type="checkbox"/> AH-HS-4.1.4 Students will identify skills and training necessary for a variety of careers related to music. 	<ul style="list-style-type: none"> <input type="checkbox"/> Melody <input type="checkbox"/> Harmony <input type="checkbox"/> Tempo <input type="checkbox"/> Dynamics <input type="checkbox"/> Music Related Careers 	<p><u>needed; duties; average salary; job outlook</u></p>

Grade 9-12 Humanities - Music	Unit 11: History		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are some various cultures and styles and composers of music?</p> <p>2. How do</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-M-5 Describe various styles and purposes of music and explain how music reflects historical and cultural influences.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-2.1.1 Students will analyze or 	<ul style="list-style-type: none"> <input type="checkbox"/> Music 	<ul style="list-style-type: none"> <input type="checkbox"/> Watch video: Listening for Clues (covers forms in

Grade 9-12 Humanities - Music	Unit 11: History		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>musicians use the elements to create & perform?</p> <p>3. 3. What are various ways music is organized?</p>	<p>evaluate how factors such as time, place and ideas are reflected in music. DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical Periods in European Music: (in chronological order) (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard) <ul style="list-style-type: none"> <input type="checkbox"/> Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music) <input type="checkbox"/> Baroque (Bach and the fugue, Handel and oratorio) <input type="checkbox"/> Classical (Mozart & Haydn - true classical style, Beethoven - transition from Classical to Romantic) <input type="checkbox"/> Romantic (Tchaikovsky - influence on ballet, Wagner - influence on opera) <input type="checkbox"/> 20th Century (Impressionism/Post Impressionism, Debussy, Ravel - symbolism in music) <input type="checkbox"/> Modern (Stravinsky - influence on Russian ballet) <input type="checkbox"/> Contemporary (this refers to music being composed today) <input type="checkbox"/> Recent Styles in American Music: <ul style="list-style-type: none"> <input type="checkbox"/> Modern American music consists of diverse musical styles (e.g., Latin and Caribbean influences in American music); many emerged from a blending of distinct musical styles. <input type="checkbox"/> Contributions of some prominent American composers: <ul style="list-style-type: none"> <input type="checkbox"/> Gershwin - jazz in classical musical 	<ul style="list-style-type: none"> <input type="checkbox"/> Composer <input type="checkbox"/> Musical eras <input type="checkbox"/> Greek Modes <input type="checkbox"/> Chant <input type="checkbox"/> Motet <input type="checkbox"/> Fugue <input type="checkbox"/> Musical form <input type="checkbox"/> Opera <input type="checkbox"/> Overture <input type="checkbox"/> Symphony <input type="checkbox"/> Movement <input type="checkbox"/> Concerto <input type="checkbox"/> Ballet <input type="checkbox"/> Nationalism <input type="checkbox"/> Word Painting <input type="checkbox"/> Lied <input type="checkbox"/> Leitmotiv <input type="checkbox"/> Tone poem <input type="checkbox"/> Mood <input type="checkbox"/> Dissonance <input type="checkbox"/> Folk <input type="checkbox"/> Popular <input type="checkbox"/> Jazz 	<p>music and how to listen to an extended piece of music)DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify music from a variety of styles DOK 3 <input type="checkbox"/> Classroom discussion: Ancient Music/Primitive Music (Asia and N. American examples) DOK 2 <input type="checkbox"/> Write perceptive listening analysis of various musical works listed below using teacher generated rubric DOK 3 <input type="checkbox"/> Listen to recordings of representative music from each time period and relate each to specific musical period in terms of: period, composer, function, audience, sound source, ensemble, melodic and harmonic analysis, emotional content, and form: DOK 3 <input type="checkbox"/> 1.Chant-<u>Salve Regina</u> <input type="checkbox"/> 2. Motet-Josquin: <u>Ave Maria</u> <input type="checkbox"/> 3. Mass-Machaut: Notre Dame “Agnus Dei” <input type="checkbox"/> 4. Madrigal: Morley, “Now is the Month of Maying” <input type="checkbox"/> 5. Renaissance Instrumental Dance-Prætorius: <u>Terpsichore</u> <input type="checkbox"/> 6. Baroque opera-Monteverdi: <u>Orfeo</u> <input type="checkbox"/> 7. Handel:<u>Messiah</u>, “Every Valley” <input type="checkbox"/> 8. Bach: <u>Fugue in G Minor</u> <input type="checkbox"/> 9. Vivaldi: <u>The Four Seasons</u> <input type="checkbox"/> 10. Haydn: <u>The “Bird” Quartet</u> <input type="checkbox"/> 11.Mozart:Symphony 40 I mvmt. <input type="checkbox"/> 12. Beethoven: <u>Sym. 5, I-III</u> <input type="checkbox"/> 13.Schubert: “Erlkonig” <input type="checkbox"/> 14. Chopin: <u>Ballade</u> <input type="checkbox"/> 15.Berlioz: <u>Sym Fantastique</u> <input type="checkbox"/> 16. Tchaikovsky: <u>Romeo and Juliet</u> <input type="checkbox"/> 17. Puccini: <u>La Boheme</u> <input type="checkbox"/> 18. Debussy: <u>Prelude to the Afternoon of a Faun</u> <input type="checkbox"/> 19. Stravinsky: <u>The Rite of Spring</u> <input type="checkbox"/> 20.Foster: “I Dream of Jeannie” <input type="checkbox"/> 21. Gershwin: <u>Rhapsody in Blue</u> <input type="checkbox"/> 22. Joplin: <u>Maple Leaf Rag</u> <input type="checkbox"/> 23. Handy: “St. Louis Blues” <input type="checkbox"/> 24. Ellington: “Take the A Train” <input type="checkbox"/> 25. Gillespie: <u>Shaw ‘Nuff</u>

Grade 9-12 Humanities - Music	Unit 11: History		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>forms, Copland - integrated national American idioms into his music, Ellington - led and shaped jazz styles in American music</p> <ul style="list-style-type: none"> ❑ Other styles are rooted in American culture (e.g., folk, popular, country, blues) ❑ AH-HS-3.1.1 Students will explain how music fulfills a variety of purposes. DOK 2 ❑ Purposes of music: (different roles of music) <ul style="list-style-type: none"> ❑ <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) ❑ <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) ❑ <u>Artistic expression</u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience) 		<ul style="list-style-type: none"> ❑ 26. Berry: “Johnny B. Goode” ❑ 27. Various other ethnic and popular genres ❑ The Middle Ages Historical Overview (<u>Music</u> by Mark Ammons, pages 1 to 12) ❑ <u>OR – Describe what life would have been like for a troubadour in the Middle Ages? DOK 2</u> ❑ The Renaissance Historical Overview (<u>Music</u> by Mark Ammons, pages 13 to 22) ❑ Middle Ages/Renaissance test CLA ❑ The Baroque Historical Overview (<u>Music</u> by Mark Ammons, pp. 23 to 31) ❑ Perceptive Listening Written Assessment (J.S. Bach <u>Fugue in G Minor</u>) DOK 4 ❑ The Classical Historical Overview (<u>Music</u> by Mark Ammons, pp. 32 to 42) ❑ Perceptive Listening Written Assessment (L. v. Beethoven Sym. No. 5, mvmt. III) DOK 4 ❑ The Romantic Historical Overview (<u>Music</u> by Mark Ammons, pp. 43 to 53) ❑ Impressionism/Expressionism (<u>Music</u> by Mark Ammons, pp. 53 to 54) ❑ The Modern Historical Overview (<u>Music</u> by Mark Ammons, pp.55 to 58) ❑ Popular Historical Overview (<u>Music</u> by Mark Ammons, pp. 59 to 63) ❑ Perceptive Listening Written Assessment (Compare Chopin’s <u>Ballade</u> to Joplin’s <u>Maple Leaf Rag</u>) DOK 4

Grade 9-12 Choir	Unit 12: Choral Performance		Suggested Length: Year Round
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

Grade 9-12 Choir	Unit 12: Choral Performance		Suggested Length: Year Round
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 use the elements of music in performance?</p> <p>2. How do musicians interpret musical of various styles and time periods?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-H-M-1 Students will use elements of music (rhythm, melody, form, timbre, harmony, tempo, and dynamics) to describe how musicians compose, perform, and improvise.</i> <input type="checkbox"/> <i>AH-H-M-2 Students will interpret music notation and symbols.</i> <input type="checkbox"/> <i>AH-H-M-3 Students will describe how musicians apply basic knowledge, skills, and interpretations in musical performances.</i> <input type="checkbox"/> <i>AH-H-M-4 Students will analyze, interpret, and evaluate various aspects of musical performances.</i> <input type="checkbox"/> <i>AH-H-M-5 Students will describe various styles and purposes of music and explain how music reflects historical and cultural influences.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-1.1.1 Students will analyze or evaluate the use of elements of music in musical compositions. DOK 3 <input type="checkbox"/> (Incorporates prior knowledge about elements from primary through 8th grade) <input type="checkbox"/> <u>Elements of Music:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative, movements of classical symphony-four movements in typical sequence: movement 1-fast dramatic movement, movement 2-lyrical slow movement, movement 3-a dance-like movement {e.g., minuet or scherzo}, movement 4-a brilliant or heroic fast movement), Timbre, 	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythm <input type="checkbox"/> Notes & Values <input type="checkbox"/> Rest & Values <input type="checkbox"/> Melody <input type="checkbox"/> Treble Clef & Notes <input type="checkbox"/> Bass Clef & Notes <input type="checkbox"/> Harmony <input type="checkbox"/> Chords <input type="checkbox"/> Time Signatures <input type="checkbox"/> Key Signatures <input type="checkbox"/> Sharps <input type="checkbox"/> Flats <input type="checkbox"/> Natural <input type="checkbox"/> Improvisation <input type="checkbox"/> Sight-reading <input type="checkbox"/> Musical Styles <input type="checkbox"/> Spirituals 	<ul style="list-style-type: none"> <input type="checkbox"/> Use various and be able to explain the benefits of vocal warm-ups to condition the voice for performance DOK 2 <input type="checkbox"/> Sing examples of music by sight singing (without practice) simple melodies DOK 2 <input type="checkbox"/> Perform various rhythms ranging in difficulty DOK 2 <input type="checkbox"/> Determine their vocal part (Soprano, Alto, Tenor, Bass) and be able to sing alone and with members within their group while singing on pitch. DOK 1 <input type="checkbox"/> Perform various forms of music (2-part, 3-part, SATB) DOK 2 <input type="checkbox"/> Learn choral versions of songs of various cultures, time periods and musical styles. DOK 2 <input type="checkbox"/> Experience performing as a choral group in front of live audiences (5 School Performances – 1 Festival Performance) DOK 2 <input type="checkbox"/> Attend various professional performances and view on

Grade 9-12 Choir	Unit 12: Choral Performance		Suggested Length: Year Round
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p style="text-align: center;">Harmony, Tempo, Dynamics</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-HS-3.1.1 Students will explain how music fulfills a variety of purposes. DOK 2 <input type="checkbox"/> Purposes of music: (different roles of music) <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) <input type="checkbox"/> AH-HS-4.1.2 Students will improvise rhythmic and/or melodic embellishments and variations on given melodies. <input type="checkbox"/> AH-HS-4.1.3 Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice). <input type="checkbox"/> AH-HS-4.1.4 Students will identify skills and training necessary for a variety of careers related to music. 	<ul style="list-style-type: none"> <input type="checkbox"/> Patriotic <input type="checkbox"/> Baroque <input type="checkbox"/> Renaissance <input type="checkbox"/> Classical <input type="checkbox"/> Modern <input type="checkbox"/> Jazz <input type="checkbox"/> Opera <input type="checkbox"/> Musical <input type="checkbox"/> Latin American <input type="checkbox"/> Latin Pronunciations <input type="checkbox"/> Musical Careers <input type="checkbox"/> Recreational <input type="checkbox"/> Artistic <input type="checkbox"/> Ceremonial 	<ul style="list-style-type: none"> video other performances (musicals, opera, choral concerts) DOK 2 <input type="checkbox"/> Write reflection of professional performances DOK 2 <input type="checkbox"/> Demonstrate appropriate behavior when attending or participating in arts events. DOK 1