

Primary Music	Unit 1: Elements of Music		Suggested Length: 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements of music to create new music?</p> <p>2. How do we use the elements of music to enhance performance?</p> <p>3. How do we use the elements of music to respond to music?</p> <p>4. In what ways are people able to participate and enjoy a musical experience?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ AH-P-M-1 (1st) Students will respond to music with minimal attention given to the elements of music (rhythm, melody, form, harmony, timbre, dynamics, and tempo). ❑ AH-P-M-2 (1st-2nd) Students will begin to demonstrate an awareness of the elements of music. ❑ AH-P-M-3 (2nd) Students will recognize the elements of music. ❑ AH-P-M-4 (2nd-3rd) Students will begin to recognize terminology, notation, and symbols within the elements of music. ❑ AH-P-M-5 (3rd) Students will identify and discuss the elements of music. ❑ AH-P-M-6 (3rd) Students will interpret and use terminology, notation, and symbols within the elements of music. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ AH-EP-1.1.1 Students will begin to recognize and identify elements of music using musical terminology. ❑ Elements of Music: <ul style="list-style-type: none"> ❑ <u>Rhythm</u> – bar lines, measures, whole notes, half notes, and quarter notes (aurally and visually) ❑ <u>Tempo</u> – steady beat, faster, slower (aurally) ❑ <u>Melody</u> – notes, lines and spaces on treble clef staff (visually) ❑ <u>Harmony</u> – rounds and simple 2-part songs (aurally), songs are major or minor (aurally) ❑ <u>Form</u> – call and response form, AB form and ABA form (aurally) 	<p><u>RHYTHM</u></p> <ul style="list-style-type: none"> ❑ Long/short (K-1st) ❑ Note Values ❑ Whole Note (2nd-3rd) ❑ Half Note (2nd-3rd) ❑ Quarter Note (2nd-3rd) ❑ Eighth Note (2nd-3rd) ❑ Bar Lines (2nd-3rd) ❑ Time Signature (2nd-3rd) ❑ Duple Meter (2nd – 3rd) ❑ Triple Meter (2nd - 3rd) <p><u>TEMPO</u></p> <ul style="list-style-type: none"> ❑ Slow/fast (K-3rd) <p><u>MELODY</u></p> <ul style="list-style-type: none"> ❑ High/low (K-1st) ❑ Up/Down/Same (K-3rd) ❑ Treble Clef (2nd) ❑ Pitch C – F on top line of staff (2nd-3rd) ❑ Shape/contour (2nd-3rd) <p><u>HARMONY</u></p> <ul style="list-style-type: none"> ❑ Unison (K-3rd) ❑ Parts (2nd-3rd) <p><u>FORM</u></p> <ul style="list-style-type: none"> ❑ Echo (K-1st) ❑ Round (2nd-3rd) ❑ 2-part (AB) (2nd-3rd) ❑ 3-part (ABA) (3rd) ❑ Verse/Chorus (1st – 3rd) ❑ Repeat Signs (2nd-3rd) ❑ Call & Response (2nd) <p><u>TIMBRE (TONE COLOR)</u></p>	<p><u>RHYTHM</u></p> <ul style="list-style-type: none"> ❑ Experience & Demonstrate an understanding of steady beat through singing, clapping hands, tapping instruments and movement. (K-1st) DOK 1 ❑ Experience & Demonstrate an understanding of long and short through movement and drawing long and short lines (K-1st) DOK 1 ❑ Demonstrate an understanding of the division of beat as it is related to fractions in mathematics using a number line and pie chart. Notes used will be quarter, eighth, half and whole. (2nd) – Sixteenth notes added (3rd) DOK 1 ❑ <u>Demonstrate an understanding of the division of beat through listening, creating with manipulatives, writing what they hear, creating their own rhythms and playing these same rhythms on percussion instruments using quarter and eighth notes. (1st); added Half and Whole Notes (2nd); added Sixteenth Notes (3rd) DOK 2</u> ❑ Dance to songs that demonstrate duple and triple meter. They will be able to distinguish the difference when the two meters are compared. (2nd-3rd) DOK 2 ❑ <u>Write musical examples of 4 or more measure of rhythms using a 4/4 time signature and explaining in writing what the time signature means to someone reading and performing music. (3rd) DOK 2</u> ❑ <u>“Conductor of the Day” – each day selected students will conduct the listening example. Basic conducting patterns will be 2/ 4, 3/ 4 and 4/ 4 patterns. (K-3rd) DOK 1</u> <p><u>TEMPO</u></p> <ul style="list-style-type: none"> ❑ Experience and demonstrate an understanding of the difference between music that is slow and fast through movement. (K-3rd) DOK 1 ❑ <u>CATS like assessment over tempo with Multiple Choice questions (2nd-3rd) DOK 1</u> <p><u>MELODY</u></p> <ul style="list-style-type: none"> ❑ Sing on pitch, using solfedge, songs with various

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	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Timbre (tone color)</u> – recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally) <input type="checkbox"/> <u>Dynamics</u> – soft, loud (aurally) <input type="checkbox"/> AH-EP-4.1.4 Students will sing and play alone simple rhythm or tonal patterns by reading simple music notation. <input type="checkbox"/> AH-EP-4.1.5 Students will sing alone and with others a varied repertoire of music 	<ul style="list-style-type: none"> <input type="checkbox"/> Orchestra (1st-3rd) <input type="checkbox"/> Folk (3rd) <input type="checkbox"/> Percussion (K-3rd) <input type="checkbox"/> String (K-3rd) <input type="checkbox"/> Woodwind K- (3rd) <input type="checkbox"/> Brass (K-3rd) <input type="checkbox"/> Voice (high/low)(1st) <input type="checkbox"/> Voice (light/heavy) (2nd) <p><u>DYNAMICS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Loud/soft (K-2nd) <input type="checkbox"/> <i>p</i>-Piano – soft (3rd) <input type="checkbox"/> <i>f</i>-Forte – loud (3rd) <input type="checkbox"/> <i>mf</i>-Mezzo Forte – medium loud (3rd) <input type="checkbox"/> <i>mp</i>-Mezzo Piano – medium soft (3rd) 	<p>directions and intervals in melody. (K-3rd) DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the direction of music they listen to being performed. They will be able to hear melodies that move upward, downward and those that repeat pitches. (2nd – 3rd) DOK 1 <input type="checkbox"/> Read, sing, play on instruments melodies that use a variety of directions (1st-3rd) DOK 2 <input type="checkbox"/> Introduce reading pitch by playing the recorder (2nd) <input type="checkbox"/> <u>Read treble clef and play the recorder simple melodies (pitches BAG low E and D) scored with a performance rubric (3rd) DOK 2</u> <input type="checkbox"/> <u>Identify by written assessment when music moves by step and by skip when reading and listening to music. (1st-3rd) DOK 1</u> <input type="checkbox"/> <u>Group and individual assessments, by singing and using solfege words and hand signals to demonstrate the intervals of music in the melody. (1st-3rd) DOK 1</u> <input type="checkbox"/> <u>CATS like assessment including Released Item Open Response Question identifying the direction of melody and writing a melody (2nd-3rd) DOK 1</u> <p>HARMONY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the types of harmony (unison, 2-part) when listening to musical samples and when singing. (1st – 3rd) DOK 1 <p>FORM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify patterns using various symbols (shapes, numbers, words, pictures, etc.) Transfer knowledge of patterns to musical patterns that can be heard (example – musical phrases of nursery rhymes to include “Twinkle, Twinkle Little Star” DOK 1 <input type="checkbox"/> Use manipulatives to demonstrate an understanding of patterns of listening examples DOK 2 <input type="checkbox"/> Identify various forms of music when singing and listening to various musical examples (AB, Verse/Chorus, Call and Response, ABA) DOK 1 <input type="checkbox"/> <u>CATS like assessment using Multiple Choice questions to identify various musical forms. (2nd-3rd) DOK 1</u>

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			<p>TIMBRE (Tone Color)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize various voice types by sound (male, female, high, low) (K-3rd) DOK 1 <input type="checkbox"/> Recognize and Identify Percussion instruments by sight and sound (K-3rd) DOK 1 <input type="checkbox"/> Recognize and Identify Families of instruments in the orchestra by sight and sound (K-3rd) DOK 1 <input type="checkbox"/> Recognize and Identify Folk instruments by sight and sound (K-3rd) DOK 1 <input type="checkbox"/> Classify instruments into families by how they produce sound and by what they are made of (K-3rd) DOK 2 <input type="checkbox"/> <u>CATS like assessment using Released Item Open Response question concerning Instrument Families (3rd) DOK 1</u> <p>DYNAMICS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify loud and soft using cards with listening to various examples of music (1st-2nd) DOK 1 <input type="checkbox"/> Play match game that puts together the terminology of dynamics (Italian term, English translation, musical symbol) (3rd) DOK 1 <input type="checkbox"/> <u>CATS like assessment using Multiple Choice questions that identify various dynamic levels through written description and aural musical examples. (3rd) DOK 1</u> <p>RESPONDING TO MUSIC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to musical examples that illustrate and reinforce the seven musical elements. DOK 1 <input type="checkbox"/> DAILY LOG - Use STILL (Silent Time for Individual Listening Logs) as a daily activity. Students will practice silent listening and are expected to think about and make notes on musical selections. Kindergarten and 1st grade may draw pictures to identify musical skills, 2nd and 3rd grades must write about the music they are listening to (K-3rd) DOK 2 <input type="checkbox"/> Musical performances will be given at every grade level. K – May, 1st April, 2nd December, 3rd March – performances may integrate all four art disciplines

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			(music, dance, art, drama) Collaboration between classroom and enrichment teachers will occur DOK 1 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for K-3 rd grades

Primary Music	Unit 2: History and Culture in Music		Suggested Length: Embedded into previous 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do people of various world cultures use music to identify and express themselves?</p> <p>2. Why is there such a variety of musical styles throughout time and history?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-P-M-7 (1st – 3rd) Students will listen to music of diverse cultures, periods, and styles. <input type="checkbox"/> AH-P-M-8 (1st – 3rd) Students will experience music of diverse cultures, periods, and styles. <input type="checkbox"/> AH-P-M-9 (2nd – 3rd) Students will use simple music terminology when describing music of diverse cultures, purposes, and styles. <input type="checkbox"/> AH-P-M-10 (2nd-3rd) Students will develop an awareness that specific styles of music define time periods and respective cultures. <input type="checkbox"/> AH-P-M-11 (3rd) Students will identify music from diverse cultures, periods, and styles <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-EP-1.1.2 Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass) <input type="checkbox"/> AH-EP-2.1.1 Students will identify music from the following cultures and periods. <input type="checkbox"/> <u>Cultures:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Native American, <input type="checkbox"/> Traditional Appalachian 	<p><u>NATIVE AMERICAN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drum <input type="checkbox"/> Rattles <input type="checkbox"/> Flutes <p><u>AMERICAN FOLK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guitar <input type="checkbox"/> Banjo <input type="checkbox"/> Mandolin <input type="checkbox"/> Sting bass <input type="checkbox"/> Dulcimer <input type="checkbox"/> Fiddle (violin) <p><u>WEST AFRICAN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drums <input type="checkbox"/> Bells <input type="checkbox"/> Shakers <p><u>MUSICAL STYLES</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Spirituals <input type="checkbox"/> Game songs <input type="checkbox"/> Folk songs <input type="checkbox"/> Work songs <input type="checkbox"/> Lullabies <input type="checkbox"/> Marches <input type="checkbox"/> Patriotic <input type="checkbox"/> Bluegrass 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing folk songs from many different cultures of which the following is included: Native American, American Folk and West African. DOK 1 <input type="checkbox"/> Perform dances from various cultures and time periods. DOK 1 <input type="checkbox"/> Listen to compositions of various composers throughout time. DOK 1 <input type="checkbox"/> Composer of the Month Interactive Bulletin Board – Examples of each composer will be imbedded into the monthly lesson plans. DOK 1 <input type="checkbox"/> Identify instruments of various cultures (use CD-ROM technology to locate pictures and sound clips of each instrument) DOK 1 <input type="checkbox"/> Sing, listen, and move to music of a variety of styles DOK 1 <input type="checkbox"/> Identify styles of songs sung & heard throughout the year DOK 1 <input type="checkbox"/> Identify Appalachian folk instrument by sight and sound, being able to classify them based on how they are made DOK 2 <input type="checkbox"/> Play on a variety of folk instruments – spoons, guitar, dulcimer, fiddle DOK 1 <input type="checkbox"/> Discussion of purpose of music as ceremonial, recreational, and artistic DOK 1 <input type="checkbox"/> Identify purposes as songs are sung or heard throughout the year DOK 1

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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"/> West African <input type="checkbox"/> <u>Periods:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American <input type="checkbox"/> AH-EP-3.1.1 Students will experience music created for a variety of purposes. <input type="checkbox"/> <u>Purposes of music:</u> (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) 		<ul style="list-style-type: none"> <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for K-3rd grades

Primary Dance	Unit 3: Creating, Performing and Responding through Dance		Suggested Length: Year-long (Embedded in Music or PE classes)
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"/> How do I use the elements of dance to create and perform? <input type="checkbox"/> How do dancers and choreographers create and/or 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-P-DA-1 Experience various ways of moving with attention given to the elements of dance (space, time, force.)</i> <input type="checkbox"/> <i>AH-P-DA-2 Demonstrate an awareness of the elements of dance.</i> <input type="checkbox"/> <i>AH-P-DA-3 Perform the elements of dance in a pattern of movements.</i> <input type="checkbox"/> <i>AH-P-DA-4 Recognize and begin to understand the elements of dance in a pattern</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Space <input type="checkbox"/> Direction (up, down, left, right, forward, backward) <input type="checkbox"/> Level (high, middle, low) <input type="checkbox"/> Pathway (zigzag, straight, curved) <input type="checkbox"/> Shape 	<p><u>Core Lessons taught in PE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, Model and demonstrate the elements of dance: space, time and force (K-3) DOK 1 <input type="checkbox"/> Move to music in a variety of ways demonstrating various changes in space, time and force (K-3) DOK 1 <input type="checkbox"/> Discuss, model and demonstrate locomotor and nonlocomotor skills (K-3) DOK 1 <input type="checkbox"/> Working with a partner to create a dance incorporating both locomotor and nonlocomotor skills (K-2nd) DOK 2 <input type="checkbox"/> Create group dances with beginning, middle, and end

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
<p>perform?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do I use dance to express my ideas and feelings? <input type="checkbox"/> How do people move? <input type="checkbox"/> How are movements organized to create patterns of dance? 	<p><i>of movement.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-P-DA-5 Identify and express the elements of dance in a pattern of movement.</i> <input type="checkbox"/> <i>AH-P-DA-6 Explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</i> <input type="checkbox"/> <i>AH-P-DA-7 Demonstrate locomotor and nonlocomotor movements.</i> <input type="checkbox"/> <i>AH-P-DA-8 Perform a pattern using a combination of locomotor and nonlocomotor movements.</i> <input type="checkbox"/> <i>AH-P-DA-9 Recognize and begin to understand the differences in locomotor and nonlocomotor movements in simple patterns.</i> <input type="checkbox"/> <i>AH-P-DA-1 Identify and use locomotor and nonlocomotor movements in simple patterns.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-EP-1.2.1 Students will observe dance/movement and describe elements and movements using dance terminology. <input type="checkbox"/> <u>Elements of Dance:</u> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low) shape (individual and group shapes) <input type="checkbox"/> <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <input type="checkbox"/> <u>Force</u> – dance movements that use more or less energy (e.g., gentle movements versus strong movements) <input type="checkbox"/> Dance Form – beginning, middle, end 	<ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Beat <input type="checkbox"/> Rhythm <input type="checkbox"/> Tempo <input type="checkbox"/> Duration <input type="checkbox"/> Force (gentle, strong) <input type="checkbox"/> Locomotor skills (run, walk, skip, gallop, hop, leap, jump, slide) <input type="checkbox"/> Nonlocomotor skills (stretch, twist, bend, swing or sway) <input type="checkbox"/> Dance form 	<p>Student will:</p> <p>incorporating locomotor & non locomotor movement patterns (3rd) DOK 2</p> <p><u>Reinforced Lessons taught in MUSIC</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Move in a variety of ways to steady beat in music DOK 1 <input type="checkbox"/> Connect locomotor movements to matching rhythm patterns (e.g., skip to uneven rhythm, jog or walk to steady beat) DOK 2 <input type="checkbox"/> Move throughout the classroom observing and recognizing the use of personal and group space DOK 1 <input type="checkbox"/> Moving in a variety of ways to various tempos (slow, medium, fast) DOK 1 <input type="checkbox"/> While listening to music, move throughout the classroom observing specific verbal directions about levels, direction, shape and pathway DOK 1 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for K-3rd grades

Primary Dance	Unit 3: Creating, Performing and Responding through Dance		Suggested Length: Year-long (Embedded in Music or PE classes)
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<input type="checkbox"/> AH-EP-1.2.2 Students will observe, define, and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements. <input type="checkbox"/> AH-EP-4.2.1 With a partner or in a small group students will perform dances using the elements of dance and various movements.		

Primary Dance	Unit 4: Historical and Cultural Context		Suggested Length: Year-long (Embedded in Music and PE classes)
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does dance reflect cultures, periods, and styles?</p> <p>2. What are the purposes of dance?</p> <p>3. Why do people dance?</p>	<p><u>Program of Studies</u></p> <input type="checkbox"/> AH-P-DA-1 Experience dances of diverse cultures, purposes, and styles <input type="checkbox"/> AH-P-DA-12 Develop an awareness of different cultures, purposes, and styles. <input type="checkbox"/> AH-P-DA-13 Associate dances with specific cultures, purposes, and styles. <p><u>Core Content</u></p> <input type="checkbox"/> AH-EP-2.2.1 Students will identify dances of the following cultures and periods. <input type="checkbox"/> <u>Cultures:</u> <input type="checkbox"/> Native American, <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> <u>Period:</u> <input type="checkbox"/> Colonial American <input type="checkbox"/> AH-EP-3.2.1 Students will experience dance created for a variety of purposes. <input type="checkbox"/> <u>Purposes of dance:</u> (different role of dance) <input type="checkbox"/> <u>Ceremonial</u> – dances created or	<input type="checkbox"/> Ceremonial <input type="checkbox"/> Recreational <input type="checkbox"/> Artistic Expression <input type="checkbox"/> Native American <input type="checkbox"/> West African <input type="checkbox"/> African-American <input type="checkbox"/> Colonial American <input type="checkbox"/> Space <input type="checkbox"/> Time <input type="checkbox"/> Force	<p><u>Core Lesson will be taught in Music</u></p> <input type="checkbox"/> Identify the elements of dance as it relates to dances studied throughout the year DOK 1 <input type="checkbox"/> Identify and Perform a variety of dances throughout the year as they relates to music from cultures that include the Native American, African-American, West African, and Colonial American cultures. DOK 1 <input type="checkbox"/> In addition to the dances of cultures within the core content, dances from other parts of the world will also be studied and performed. (e.g., Jewish, Chinese, Latin America) DOK 1 <input type="checkbox"/> Identify the kinds of movements performed in the dances studied. DOK 1 <input type="checkbox"/> As dances are studied throughout the year, their purposes will be explained and discussed. DOK 1 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for K-3 rd grades <p><u>Reinforced Lessons will be taught in PE</u></p> <input type="checkbox"/> Group dances created to communicate ideas and incorporate the elements of dance (3 rd) DOK 1 <input type="checkbox"/> Variety of recreational dance activities including various forms of aerobic and line dance (K-3 rd) DOK 1 <input type="checkbox"/> Collaboration between music and PE: square, folk 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>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)</p> <ul style="list-style-type: none"> ❑ <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, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience) <ul style="list-style-type: none"> ❑ AH-EP-4.2.1 With a partner or in a small group, students will perform dances using the elements of dance and various movements. ❑ AH-EP-4.2.3 Students will perform traditional folk dances, square dances, and social dances of ethnic groups. (Native American, West African, African-American, American folk) 		social dance performance DOK 1

Primary Drama	Unit 5: Elements of Drama		Suggested Length: Embedded into Art Classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What skills do actors need to be convincing of their roles in a theatrical performance?	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>AH-P-Dr-1 Students will experience dramatic works with attention given to the elements of drama (plot, character).</i> ❑ <i>AH-P-Dr-2 Students will demonstrate an awareness of the elements of drama such as plot, character, visuals (e.g., scenery,</i> 	<p><u>Elements of Drama</u></p> <ul style="list-style-type: none"> ❑ Literary Elements ❑ Storyline ❑ Plot ❑ Character ❑ Beginning ❑ Middle 	<p><u>Core Lessons taught in ART</u></p> <ul style="list-style-type: none"> ❑ Discussion of elements of drama (2nd-3rd) DOK 1 ❑ Students will create various props and artwork to accompany a variety of dramatic classroom productions (2nd-3rd) DOK 2 ❑ Students will read and stage simple classroom productions (2nd-3rd) DOK 3

Primary Drama	Unit 5: Elements of Drama		Suggested Length: Embedded into Art Classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>2. What skills do a variety of people need to assist an actor?</p> <p>3. What kinds of productions are presented in the cultures around the world?</p>	<p><i>costumes, props, make-up), and acting (e.g., voice, expression, diction, projection).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-P-Dr-3 Students will recognize elements of drama in dramatic works. <input type="checkbox"/> AH-P-Dr-4 Students will identify and use elements of drama in dramatic works. <input type="checkbox"/> AH-P-Dr-5 Students will experience dramatic works from different cultures, periods, and styles. <input type="checkbox"/> AH-P-Dr-6 Students will develop an awareness that different cultures, periods, and style influence dramatic works. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-EP-1.3.1 Students will observe dramatic productions and describe literary elements, technical elements, and/or performance elements using drama/theatre terminology. <input type="checkbox"/> Elements of Drama: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end) <input type="checkbox"/> <u>Technical elements</u> – Scenery, Costumes, Props, Make-up <input type="checkbox"/> <u>Performance elements</u> – Acting (how speaking, moving help to create characters) <input type="checkbox"/> AH-EP-1.3.3 Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling). <input type="checkbox"/> AH-EP-2.3.1 Students will identify folktales, legends, or myths from the following cultures and periods. 	<ul style="list-style-type: none"> <input type="checkbox"/> End <input type="checkbox"/> Scenery <input type="checkbox"/> Costumes <input type="checkbox"/> Props <input type="checkbox"/> Make-up <input type="checkbox"/> Acting <input type="checkbox"/> Vocal expression <input type="checkbox"/> Diction <input type="checkbox"/> Projection <input type="checkbox"/> Dialogue <input type="checkbox"/> Monologue <input type="checkbox"/> Improvisation <input type="checkbox"/> Mimicry <input type="checkbox"/> Pantomime <input type="checkbox"/> Role playing <input type="checkbox"/> Storytelling <input type="checkbox"/> Folktales <input type="checkbox"/> Fables <input type="checkbox"/> Legends <input type="checkbox"/> Recreational <input type="checkbox"/> Artistic expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate vocal expression, diction and projection in their classroom productions (2nd-3rd) DOK 3 <input type="checkbox"/> Students will describe the use of the elements of drama in a compare/contrast open response question s (2nd-3rd) DOK 2 <p><u>Reinforced Lessons taught in GRADE LEVEL CLASSES</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will role play in the classroom (K) DOK 1-2 <input type="checkbox"/> Literary elements discussed in Language Arts class (K-3rd) DOK 1-2 <input type="checkbox"/> Dramatic productions will be attended by every grade level. Following every performance, all students will complete a follow-up assessment about the dramatic production they attended DOK 3 <p><u>Reinforced Lessons taught in MUSIC</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dramatic productions will be practiced and presented at every grade level. (Introduced in music and in collaboration with the classroom and enrichment area teachers) DOK 3 <input type="checkbox"/> Dramatic productions will integrate all four areas of the arts (music, drama, dance and art) DOK 2

Primary Drama	Unit 5: Elements of Drama		Suggested Length: Embedded into Art Classes
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>Cultures:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> <u>Periods:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American <input type="checkbox"/> AH-EP-3.3.1 Students will experience dramatic works created for a variety of purposes. <input type="checkbox"/> Purposes of drama/theatre; (different roles of drama) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Sharing the human experience</u> – to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works) <input type="checkbox"/> <u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends) <input type="checkbox"/> <u>Recreational</u> drama for entertainment (e.g., drama/theatre as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – dramatic works created and performed by actors in a theatrical setting for an audience <input type="checkbox"/> AH-EP-4.3.1 Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements. 		
Primary Visual Art	Unit 6: Elements of Art, Principles of Design		Suggested Length: 36 40-minute lessons 1 Semester
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

Primary Visual Art	Unit 6: Elements of Art, Principles of Design		Suggested Length: 36 40-minute lessons 1 Semester
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 the elements of art?</p> <p>2. What are the principles of design?</p> <p>3. What are types of 2-D media?</p> <p>4. What are types of 3-D media?</p> <p>5. What are different styles of art?</p> <p>6. What types of subject matter do artists use?</p> <p>7. How does art reflect culture?</p> <p>8. What are the purposes of art?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-P-VA-1 Experience art with attention given to the elements of art (line, shape, color, form, texture, space, value) or principles of design (e.g., balance, emphasis, pattern) <input type="checkbox"/> AH-P-VA-2 Demonstrate an awareness of the elements or art and principles of design. <input type="checkbox"/> AH-P-VA-3 Recognize elements of art and principles of design in two- and three-dimensional works or art. <input type="checkbox"/> AH-P-VA-4 Identify and use the elements of art and principles of design <input type="checkbox"/> AH-P-VA-5 Explore a variety of media (e.g., crayon, pencil, paint) and processes (e.g., drawing, painting, weaving) used for creating works of art. <input type="checkbox"/> AH-P-VA-6 Experience a variety of media and processes used for creating works of art. <input type="checkbox"/> AH-P-VA-7 Develop skills in a variety of media and processes used for creating works of art. <input type="checkbox"/> AH-P-VA-8 Recognize and begin to understand a variety of media and processes used for creating works of art. <input type="checkbox"/> AH-P-VA-9 Identify and use a variety of media and processes. <input type="checkbox"/> AH-P-VA-10 Explore art from different cultures, periods, and styles. <input type="checkbox"/> AH-P-VA-11 Experience art from different cultures, periods, and styles. <input type="checkbox"/> AH-P-VA-12 Develop an awareness of different cultures, periods, and styles <input type="checkbox"/> AH-P-VA-13 Recognize and begin to understand works of art as belonging to particular cultures, periods, and styles. <input type="checkbox"/> AH-P-VA-14 Identify works of art from 	<p><u>Elements of Art:</u></p> <p><u>LINE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Straight <input type="checkbox"/> Curvy <input type="checkbox"/> Horizontal <input type="checkbox"/> Vertical <input type="checkbox"/> Zigzag <input type="checkbox"/> Hatched <input type="checkbox"/> Dotted <input type="checkbox"/> Ceremonial <input type="checkbox"/> Artistic expression <input type="checkbox"/> Narrative <input type="checkbox"/> Pablo Picasso <input type="checkbox"/> Joan Miro <p><u>SHAPE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Organic <input type="checkbox"/> Free form <input type="checkbox"/> Geometric <input type="checkbox"/> Natural <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Diamond <input type="checkbox"/> Rectangle <input type="checkbox"/> Oval <input type="checkbox"/> Hexagon <input type="checkbox"/> Pentagon <input type="checkbox"/> Octagon <input type="checkbox"/> 2-dimensional <input type="checkbox"/> Height <input type="checkbox"/> Width <input type="checkbox"/> Tessellation <input type="checkbox"/> Quilt <p><u>FORM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 3-Dimensional <input type="checkbox"/> Height 	<p><u>Elements of Art:</u></p> <p><u>LINE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling using the element of line in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using line DOK 2 <input type="checkbox"/> Create Yarn Drawings (K-1st) DOK 3 <input type="checkbox"/> Create Paper strips sculptures (2nd) DOK 3 <input type="checkbox"/> Create 1 pt. perspective DOK 3 <p><u>SHAPE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling using the element of shape in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using shape DOK 2 <input type="checkbox"/> Create drawings using organic/free form and geometric (K-2nd) DOK 3 <input type="checkbox"/> Create tessellations using geometric shapes (3rd) DOK 3 <input type="checkbox"/> Extra projects – paper quilts DOK 3 <p><u>FORM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling using the element of form in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using form DOK 2 <input type="checkbox"/> Create Pinch pots (K) DOK 3 <input type="checkbox"/> Create Rattle with pinch pots and people (1st-2nd) DOK 3 <input type="checkbox"/> Create tin foil pendants using the culture of the Pueblos and storyteller dolls as a basis for artwork DOK 2 <input type="checkbox"/> Create clay animals using the West African culture as a basis for the project (3rd) DOK 3 <p>Extra projects:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weavings (K-3rd) DOK 3

Primary Visual Art	Unit 6: Elements of Art, Principles of Design		Suggested Length: 36 40-minute lessons 1 Semester
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>particular cultures, periods, and styles.</i></p> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-EP-1.4.1 Students will identify or describe elements of art and principles of design in works of art. <input type="checkbox"/> <u>Elements of Art:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones) <input type="checkbox"/> <u>Principles of Design:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth) <input type="checkbox"/> AH-EP-2.4.1 Students will identify art from the following cultures and periods. <input type="checkbox"/> <u>Cultures:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> <u>Periods:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American <input type="checkbox"/> AH-EP-3.4.1 Student will experience visual art works created for a variety of purposes. <input type="checkbox"/> <u>Purposes of Art:</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 	<ul style="list-style-type: none"> <input type="checkbox"/> Width <input type="checkbox"/> Depth <input type="checkbox"/> Sculpture <input type="checkbox"/> Clay <input type="checkbox"/> Wood <input type="checkbox"/> Metal <input type="checkbox"/> Beading <input type="checkbox"/> Pueblo/Native American <input type="checkbox"/> West African <input type="checkbox"/> Appalachian <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Hairy <input type="checkbox"/> Soft <input type="checkbox"/> Smooth <input type="checkbox"/> Shiny <input type="checkbox"/> Real texture <input type="checkbox"/> Implied texture <p><u>COLOR</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Primary colors (red, yellow and blue) <input type="checkbox"/> Secondary colors (purple, green and orange) <input type="checkbox"/> Warm colors (red, orange, yellow) <input type="checkbox"/> Cool colors (green, blue and purple) <input type="checkbox"/> Neutral colors (gray, brown, black and white) <input type="checkbox"/> Complimentary colors (red-green, yellow-purple, orange-blue) <input type="checkbox"/> Mixing <input type="checkbox"/> Crayon 	<ul style="list-style-type: none"> <input type="checkbox"/> Bead making (2nd) DOK 3 <input type="checkbox"/> Beading jewelry (2nd-3rd) DOK 3 <input type="checkbox"/> Toilet paper mâché (1st) DOK 3 <input type="checkbox"/> Paper Quilts (3rd) DOK 3 <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling using the element of texture in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using texture DOK 2 <input type="checkbox"/> Create rubbings of various items (K) DOK 3 <input type="checkbox"/> Create rubbings of various items and drawings (1st) DOK 3 <input type="checkbox"/> Create drawings using scratchboards (2nd-3rd) DOK 3 <p>Extra projects:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create clay animals and people with a focus on textures DOK 3 <input type="checkbox"/> Identify and replicate various textures DOK 3 <p><u>COLOR</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling using the element of color in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art (e.g., During color unit I will hand a variety of artwork that represents the different color schemes. Through discussion the students will describe and identify the color scheme usage.) DOK 2 <input type="checkbox"/> Crayon mixing (K-2nd) DOK 3 <input type="checkbox"/> Paint mixing (3rd) DOK 3 <input type="checkbox"/> Demonstrate how to use color wheels DOK 3 <input type="checkbox"/> Impressionist artwork using cool colors (Van Gogh) DOK 3 <input type="checkbox"/> Abstract, Non-objective artwork using warm colors DOK 3 <input type="checkbox"/> Create Quilts - Use of Primary colors in tessellations (3rd) DOK 3

Primary Visual Art	Unit 6: Elements of Art, Principles of Design		Suggested Length: 36 40-minute lessons 1 Semester
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(e.g., ceremonial masks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings, (e.g., for self expression, or to decorate or beautify) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings) <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets) <p><input type="checkbox"/> AH-EP-4.4.2 Students will choose media to create artworks with a basic understanding of how to use the media</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Paint/tempera water color <p><u>Principles of Design:</u> <u>EMPHASIS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focal point <input type="checkbox"/> Value <input type="checkbox"/> Color <input type="checkbox"/> Contrast <input type="checkbox"/> Complimentary colors <input type="checkbox"/> Toulouse - LaTrec <input type="checkbox"/> Mona Lisa – Davinci <input type="checkbox"/> Colonial miniature portraits <input type="checkbox"/> Artistic Expression <input type="checkbox"/> Narrative <p><u>PATTERN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Motif <input type="checkbox"/> Organic <input type="checkbox"/> Geometric <input type="checkbox"/> Lines <input type="checkbox"/> Shapes <input type="checkbox"/> Colors <input type="checkbox"/> Weavings <input type="checkbox"/> Navajo <input type="checkbox"/> Kente Cloth (African) <input type="checkbox"/> Adrinka (African) <input type="checkbox"/> God's Eyes <input type="checkbox"/> Dye <input type="checkbox"/> Fabric <input type="checkbox"/> Yarn <input type="checkbox"/> Warp <input type="checkbox"/> Weft <input type="checkbox"/> Loom <input type="checkbox"/> Batik <p><u>BALANCE &</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of Secondary colors in food pyramids DOK 3 <input type="checkbox"/> Use of Complimentary colors in portraits DOK 3 <input type="checkbox"/> Use of Neutral colors in winter landscapes DOK 3 <p><u>Principles of Design:</u> <u>EMPHASIS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling the use of emphasis in creating and existing artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using emphasis DOK 2 <input type="checkbox"/> Creating complimentary color self portraits (K-1st) DOK 3 <input type="checkbox"/> Creating artwork using value/contrast; drawings/paintings and narrative/artistic expressions (3rd) DOK 3 <p><u>PATTERN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling the use of pattern in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using pattern DOK 2 <input type="checkbox"/> Creating paper cup weaving (K) DOK 3 <input type="checkbox"/> Creating circular weaving (1st) DOK 3 <input type="checkbox"/> Creating God's Eye (Native artwork) (2nd) DOK 3 <input type="checkbox"/> Creating Loom weaving (3rd) DOK 3 <input type="checkbox"/> Quilting (3rd) DOK 3 <input type="checkbox"/> Stamping Adrinka Cloth (1st) DOK 3 <p>Extra Projects:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tie dying DOK 3 <input type="checkbox"/> Batick with tooth past <p><u>BALANCE & SYMMETRY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling the use of balance and symmetry in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the

Primary Visual Art	Unit 6: Elements of Art, Principles of Design		Suggested Length: 36 40-minute lessons 1 Semester
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
		<p><u>SYMMETRY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Radial symmetry <input type="checkbox"/> Asymmetry <input type="checkbox"/> Mirror image <input type="checkbox"/> Pattern <input type="checkbox"/> Motif <p><u>CONTRAST</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasis <input type="checkbox"/> Color <input type="checkbox"/> Black/white <input type="checkbox"/> Beading <input type="checkbox"/> Complimentary colors <p><u>MEDIA</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pencil <input type="checkbox"/> Charcoal <input type="checkbox"/> Pastels <input type="checkbox"/> Oil pastels <input type="checkbox"/> Markers <input type="checkbox"/> Crayons <input type="checkbox"/> Clay <input type="checkbox"/> Yarn <input type="checkbox"/> Wire <input type="checkbox"/> Scissors <input type="checkbox"/> Glue <input type="checkbox"/> Fabric/fiber <input type="checkbox"/> Beads <input type="checkbox"/> Paint/tempera water color 	<ul style="list-style-type: none"> <input type="checkbox"/> works of art using balance and symmetry DOK 2 <input type="checkbox"/> Drawings and worksheets (K) DOK 3 <input type="checkbox"/> Weaving – radial paper plate color wheel and masks (1st) DOK 3 <input type="checkbox"/> Weaving – radial (God's Eye) color wheel and self portraits (2nd) DOK 3 <input type="checkbox"/> Collaborate with math teachers to create symmetrical motif (3rd) DOK 3 <input type="checkbox"/> Collaborate with English teachers to create symmetrical totem pole (3rd) DOK 3 <p><u>CONTRAST</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration and Modeling the use of contrast in creating artwork DOK 1 <input type="checkbox"/> Using textbooks, artists prints, traveling suitcase and other resources, students will identify and describe the works of art using contrast DOK 2 <input type="checkbox"/> Creating line drawings – sections filled in with contrasting complimentary colors (K-1st) DOK 3 <input type="checkbox"/> Creating optical illusion animal patterned drawings with black, brown and white DOK 3 <p><u>MEDIA</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> K-2 students will be taught the properties of the media through the creation process DOK 2 <input type="checkbox"/> 3rd grade students will more often be given the opportunity to choose their media for a given assignment DOK 2