

# Harlan County Schools Curriculum Guide

**Content: Arts and Humanities**

**Grade: 1**

Time Frame	Core Content and Implied Skills (Unpack the standards)	Assessments	Curriculum Map Notes (Complete this section with notes of resources and instructional strategies that were used successfully in teaching this unit)
<p><b>Unit One</b></p> <p><b>Purposes of Music</b></p> <p><b>Two Weeks</b></p>	<p><i>HCPS-AH-P2-3.1.1</i>  <i>Students will listen and relate to music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i>  <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 physical activities)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience)</p>	<p>Performance Events</p>	<p><b><u>Do this after the lesson is taught</u></b></p> <p>(What resources/activities worked? Did the time frames need any adjustments? What instructional strategies were effective? If information was not available in textbook, where did you access needed information? Websites/technology?)</p>
<p><b>Unit Two</b></p> <p><b>Purposes of Dance</b></p> <p><b>One Week</b></p>	<p><i>HCPS-AH-P2-3.2.1</i>  <i>Students will explore and relate to dance created for a variety of purposes.</i></p> <p><i>Purposes of dance: (different roles of dance)</i>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations  <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., aerobic dance, dance)  <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)</p>	<p>Performance Events</p>	
<p><b>Unit Three</b></p> <p><b>Purposes of Drama</b></p> <p><b>One Week</b></p>	<p><i>HCPS-AH-P2-3.3.1</i>  <i>Students will watch, listen, and relate to dramatic works created for a variety of purposes.</i></p> <p><i>Purposes of drama: (different roles of drama)</i>  <u>Sharing the human experience-</u> to express or</p>	<p>Performance Events</p>	

	<p>communicate emotion, feelings, ideas, information through dramatic works (e.g. storytelling, role playing, narrative works)</p> <p><u>Passing on tradition and culture-</u> to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</p> <p><u>Recreational:</u> drama for entertainment (e.g., drama/theatre as a hobby)</p> <p><u>Artistic Expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</p>		
<p><b>Unit Four</b></p> <p><b>Purposes of Visual Art</b></p> <p><b>One Week</b></p>	<p>HCPS-AH-P2-3.3.1</p> <p>Students will view and relate to visual arts created for a variety of purposes.</p> <p>Purposes of drama/theatre: (different roles of art)</p> <p><u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)</p> <p><u>Artistic expression</u> – artwork to express or communicate emotion, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)</p> <p><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)</p> <p><u>Functional</u> – artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>	<p>Performance Events</p> <p>1 ORQ And Multiple Choice over purposes of arts</p>	<p><b>Essential Questions &amp; Sample Responses:</b></p> <ol style="list-style-type: none"> <li>1. How can line, color and shape in drawings and paintings show feelings or emotion?</li> <li>2. How can artwork tell a story?</li> </ol> <p><b>Essential Skill Activities:</b></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. View various artworks that demonstrate different emotions using line, color, and shape.</li> <li>2. Use line, color and shape in drawings and paintings to show feelings of emotion.</li> <li>3. View various artworks (drawings, paintings) that tell a story</li> <li>4. Tell a story through a drawing or painting</li> </ol>
<p><b>Unit Five</b></p> <p><b>Structures in Music</b></p> <p><b>Five weeks</b></p>	<p>HCPS-AH-P2-1.1.1</p> <p>Students will explore and experience elements of music using musical terminology.</p> <p>Elements of music:</p> <p><u>Rhythm</u> - whole notes, quarter notes (aurally and kinesthetically)</p> <p><u>Tempo</u> - steady beat, slower, faster (aurally, kinesthetically and visually using symbols such as sticks, hearts, etc.)</p> <p><u>Melody</u> – “the tune”, listen to, sing, and play on pitched percussion familiar and unfamiliar melodies to see if the music skips up or down or remains the same.</p> <p><u>Harmony</u> – rounds and partner songs (aurally))</p> <p><u>Form</u> - call and response form, AB form or pattern and</p>	<p>Creating and performing opportunities</p> <p>Critique</p> <p>MC</p>	<p><b><u>KET Music Toolkit</u></b></p> <p><b>Essential Questions &amp; Sample Responses:</b></p> <ol style="list-style-type: none"> <li>1. What are the different voices we use? <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Singing</li> <li>• Whispering</li> <li>• Calling</li> </ul> </li> <li>2. Can you name an appropriate time and/or place to use your voice in each of those ways? <ul style="list-style-type: none"> <li>• Speaking: asking or answering a question</li> </ul> </li> </ol>

	<p><i>ABA form or pattern (aurally)</i>  <i>Timbre (tone color) - recognize different qualities of musical sounds, instruments by family - brass, woodwind, string, percussion, (aurally and visually) and human voices (aurally)</i>  <i>Dynamics – soft, loud (aurally)</i></p> <p><i>HCPS-AH-P2-1.1.2</i>  <i>Students will listen to and sing together various styles of music (spirituals, game songs, folk songs, lullabies, patriotic,).</i></p>		<ul style="list-style-type: none"> <li>• <i>Singing: with the radio</i></li> <li>• <i>Whispering: when the baby's asleep</i></li> <li>• <i>Calling: out on the playground</i></li> </ul> <ol style="list-style-type: none"> <li>3. What causes sounds to be different?       <ul style="list-style-type: none"> <li>• <i>The material from which it's made</i></li> <li>• <i>How big or little it is</i></li> <li>• <i>What shape it is</i></li> </ul> </li> <li>4. Why do instruments sound different?       <ul style="list-style-type: none"> <li>• <i>They have different sizes and shapes</i></li> <li>• <i>They're made of different materials</i></li> <li>• <i>They're played differently</i></li> </ul> </li> <li>5. How can tempo be used to help tell a story?       <ul style="list-style-type: none"> <li>• <i>The tempo should go slow when the story is sad or the character is tired; the tempo should be fast when the character is angry or excited or running</i></li> </ul> </li> <li>6. How would you move to show a fast tempo? A slow tempo?       <ul style="list-style-type: none"> <li>• <i>You could run to show a fast tempo</i></li> <li>• <i>You could tiptoe to show a slow tempo</i></li> </ul> </li> <li>7. How do you make your body match the dynamic level of the music?       <ul style="list-style-type: none"> <li>• <i>With louder music you make big movements and with softer music you make smaller movements</i></li> </ul> </li> <li>8. How can you use dynamics to help tell a story?       <ul style="list-style-type: none"> <li>• <i>You make louder sounds when the character is excited, angry, etc.</i></li> <li>• <i>You make softer sounds when the character is sad, lonely, sneaking, sleepy, etc.</i></li> </ul> </li> <li>9. How can you move your body to match the pitch?       <ul style="list-style-type: none"> <li>• <i>Stand up tall for higher pitches and bend down for lower pitches</i></li> </ul> </li> <li>10. How do you identify the form of a song?       <ul style="list-style-type: none"> <li>• <i>You listen to the pattern of the sections in the song</i></li> </ul> </li> <li>11. How can you move to show AB form?       <ul style="list-style-type: none"> <li>• <i>You can use one type of movement for the A section and a different movement for the B section</i></li> </ul> </li> </ol> <p><b>Essential Skill Activities:</b>          Students will:</p> <ol style="list-style-type: none"> <li>1. <i>aurally identify the four voices</i></li> <li>2. <i>demonstrate the four voices on demand</i></li> <li>3. <i>use their voices to reproduce various environmental sounds</i></li> <li>4. <i>play unpitched instruments using appropriate technique</i></li> <li>5. <i>use unpitched instruments to play rhythmic patterns and keep</i></li> </ol>
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			<ul style="list-style-type: none"> <li>a steady beat</li> <li>6. move to show fast or slow tempo</li> <li>7. identify whether the music is moving at a faster or slower tempo</li> <li>8. create an appropriate tempo for a particular section in a story (i.e., a chase scene, a sad part of the story)</li> <li>9. move to show louder or softer dynamic levels</li> <li>10. select an appropriate dynamic level (loud or soft) to help tell a portion of a story or poem</li> <li>11. move their bodies to match the shape of a melody or higher and lower sounds</li> <li>12. identify repeated rhythmic and melodic motives in speech and song</li> <li>13. identify motives and phrases as same or different</li> </ul> <p>identify sections as same or different (i.e. AA or AB)</p>
<p><b>Unit 6</b></p> <p><b>Structures in Dance</b></p> <p><b>Two Weeks</b></p>	<p><i>HCPS-AH-P2-1.2.1</i></p> <p><i>Students will explore and observe dance/movement and identify elements and movements using dance terminology.</i></p> <p><i>Elements of dance:</i></p> <p><i><u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape</i></p> <p><i><u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower</i></p> <p><i><u>Force</u> – dance movements that use more or less energy (e.g., gentle movements versus strong movements)</i></p> <p><i>Dance Form - beginning, middle, end</i></p> <p><i>HCPS-AH-P2-1.2.2</i></p> <p><i>Students will observe, experience and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.</i></p>	<p>Performance Events</p> <p>Critique</p>  <p>C:\Documents and Settings\jlee\My Docu</p> <p>1 ORQ</p> <p>MC</p>	<p><b><u>KET Dance Toolkit</u></b></p>
<p><b>Unit 7</b></p> <p><b>Structures in Drama</b></p>	<p><i>HCPS-AH-P2-1.3.1</i></p> <p><i>Students will explore dramatic productions and identify literary elements, technical elements and/or performance elements using drama/theatre</i></p>	<p>Critique</p> <p>Performance Events</p>	<p><b><u>KET Drama Toolkit</u></b></p>

<p><b>Two Weeks</b></p>	<p>terminology.</p> <p><i>Elements of drama:</i>  <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end),  <u>Technical elements</u> – Scenery, Costumes, Props  <u>Performance elements:</u>  Acting (how speaking, moving help to create characters)</p> <p>HCPS-AH-P2-1.3.3  Students will identify a variety of creative dramatics (role playing and storytelling).</p>	<p>1 ORQ</p> <p>MC</p>	
<p><b>Unit 8</b></p> <p><b>Structures in Visual Arts</b></p> <p><b>Five Weeks</b></p>	<p>HCPS-AH-P2-1.4.1  Students will explore and experience elements of art and principles of design in works of art.  <u>Elements of art:</u>  Line, Shape, Texture and Color (primary hues)</p> <p><u>Principles of design:</u> Organization of visual compositions: Emphasis (focal point), Contrast (e.g., black/white, rough/smooth)</p> <p>HCPS-AH-P2-1.4.2  Students will explore and experience various media and processes.  <u>Media (plural) / medium (singular):</u> (used to produce artworks)  <u>Two-dimensional-</u> crayon, pencil, paint, paper  <u>Three-dimensional</u> - clay</p>	<p>Performance Events</p> <p>Critique</p>  <p>C:\Documents and Settings\jlee\My Doc</p>  <p>C:\Documents and Settings\jlee\My Doc</p> <p>1 ORQ</p> <p>MC</p>	<p><b><u>Art Prints:</u></b></p> <p><b><u>KET Visual Arts Toolkit</u></b></p>

	<p><u>Art processes:</u>  <u>Two-dimensional</u> - drawing, painting  <u>Three-dimensional</u> - sculpture,  <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>		
<p><b>Unit 9</b></p> <p><b>Humanity in the arts</b></p> <p><b>2 Weeks</b></p>	<p><i>HCPS-AH-P2-2.1.1</i>  <i>Students will explore and experience <b>music</b> from a variety of cultures and periods including their own.</i></p> <p><i>HCPS-AH-P2-2.2.1</i>  <i>Students will explore and experience <b>dances</b> from a variety of cultures and periods including their own.</i></p> <p><i>HCPS-AH-P2-2.3.1</i>  <i>Students will explore and experience folktales, legends or myths from a variety of cultures and periods including their own.</i></p> <p><i>HCPS-AH-P2-2.4.1</i>  <i>Students will explore and experience <b>art</b> from a variety of cultures and periods including their own.</i></p>	<p>Performance Events</p> <p>1 ORQ</p> <p>MC</p>	<p><b>Essential Questions &amp; Sample Responses:</b></p> <ol style="list-style-type: none"> <li>1. What kind of music are people famous for in your community? <ul style="list-style-type: none"> <li>• <i>Bluegrass</i></li> <li>• <i>Country</i></li> <li>• <i>Dulcimer</i></li> <li>• <i>fiddle</i></li> <li>• <i>Folk Songs</i></li> </ul> </li> <li>2. What does the music tell about the people and the place where you live?? <ul style="list-style-type: none"> <li>• <i>People play stringed instruments</i></li> <li>• <i>People like to tell stories in a song</i></li> </ul> </li> <li>3. How can music tell us something about the people who make it? <ul style="list-style-type: none"> <li>• <i>It tells us what they are thinking</i></li> <li>• <i>It tells us what is important to them</i></li> <li>• <i>It tells us what kind of instruments they had</i></li> </ul> </li> <li>4. What kind of dance are people famous for in your community? <ul style="list-style-type: none"> <li>• <i>Square Dance</i></li> <li>• <i>Folk Dance</i></li> </ul> </li> <li>5. What does the dance tell about the people and the place where you live? <ul style="list-style-type: none"> <li>• <i>People like to dance in groups</i></li> <li>• <i>People make up their dances</i></li> </ul> </li> <li>6. Why do people dance? <ul style="list-style-type: none"> <li>• <i>People dance for fun</i></li> <li>• <i>People dance to get together</i></li> </ul> </li> <li>7. What kind of drama are people famous for in your community? <ul style="list-style-type: none"> <li>• <i>Storytelling</i></li> <li>• <i>Folk Tales</i></li> <li>• <i>Tall Tales</i></li> </ul> </li> <li>8. What does the drama tell about the people and the place where you live? <ul style="list-style-type: none"> <li>• <i>People like to make up stories</i></li> <li>• <i>People have good imaginations</i></li> </ul> </li> <li>9. What kind of art are people famous for in your community? <ul style="list-style-type: none"> <li>• <i>Quilts</i></li> <li>• <i>Baskets</i></li> </ul> </li> </ol>

			<ul style="list-style-type: none"><li>• <i>Bowls</i></li></ul> <p>10. What does the artwork tell about the people and the place where you live?</p> <ul style="list-style-type: none"><li>• <i>People make things they can use</i></li></ul> <p>11. What are some ways the arts tell us about people from other places?</p> <p><b>Essential Skill Activities:</b> <b>Students Will:</b></p> <ol style="list-style-type: none"><li>1. Listen to bluegrass, country, and dulcimer music. Discuss how they are similar.</li><li>2. Invite friends, family, and community into the classroom to play and sing.</li><li>3. Sing traditional Appalachian folk songs and discuss their meaning</li><li>4. Watch a square dance</li><li>5. Perform an Appalachian Play-Party</li><li>6. Listen to Jack Tales</li><li>7. Make up their own stories</li><li>8. Collect stories from family</li><li>9. Make a classroom quilt from paper</li><li>10. Observe handmade items donated from family, friends, community</li></ol>
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