

**MATTINGLY TOURS & TRAVEL**

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**114 N. 5<sup>TH</sup> St., Ste. 15  
Bardstown, KY 40004  
Tel: (502) 349-0223**

December 8, 2008

Diana Williams  
Arts and Humanities  
NCHS  
1060 Bloomfield Road  
Bardstown, KY 40004

Dear Friends:

Mattingly Tours & Travel would like to thank you for selecting our company for your travel and entertainment needs. Enclosed is your itinerary for your "Day in Nashville Getaway" package that you requested. The cost for each person is \$42.00 (based on 49 people total) which includes all museums and transportation. It does not include the cost of meals.

Should have any questions or concerns, please call me at the number listed above.  
Thank you!

Sincerely,

*Charles A. Mattingly*

Charles A. Mattingly  
Owner

CAM/ard

**NASHVILLE DAY TRIP ITENERARY  
ARTS AND HUMANITIES  
NELSON COUNTY HIGH SCHOOL**

**Friday, March 6, 2008<sup>9</sup>**

**6:00 a.m.- Depart Bardstown @ NCHS**

**7:00 A.M.-Breakfast at McDonalds (exit off I-65-S)  
45mins to 1 hour**

**10:00 a.m.-Country Music Hall of Fame (1 hour)**

**11:15 a.m.-Lunch (1 hour)**

**12:30 p.m.-Parthenon (2 hours)**

**2:45 p.m.-Frist Museum (2 hours)**

**5:00 p.m.-Dinner (exit off I-65-N)  
45mins to 1 hour**

**8:30 p.m. Return to Bardstown @ NCHS**

**\*We make every effort to meet arrival times, however,  
these times can be affected by adverse weather  
conditions and unforeseen circumstances.\***

**Big Idea: Humanity in the Arts – Visual Arts**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p><b>High School Enduring Knowledge – Understandings</b></p> <p><b>AH-HS-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-HS-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-HS-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>High School Skills and Concepts - Visual Arts</b></p> <p><b>AH-HS-HA-S-VA1</b> Students will describe, analyze, and evaluate distinguishing characteristics of visual art representing a variety of world cultures (Middle Eastern, Asian, Modern and Contemporary European and American) and historical/style periods (Renaissance, Baroque, Neo-Classicism, Romanticism, Realism, Impressionism/Post-Impressionism)</p> <p><b>AH-HS-HA-S-VA2</b> Students will observe, classify, and create visual art according to styles and processes used in a variety of world cultures and historical/style periods</p> <p><b>AH-HS-HA-S-VA3</b> Students will examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs, or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture</p> <p><b>AH-HS-HA-S-VA4</b> Students will examine visual artworks from various time periods and explain the influence of time and place are reflected in them</p> <p><b>AH-HS-HA-S-VA5</b> Students will use print and non-print sources to explore, describe, and interpret universal themes, characterization, and situations in artworks from different cultures or time periods</p>	<p><b>AH-HS-2.4.1</b> Students will analyze or evaluate how factors such as time, place and ideas are reflected in visual art.</p> <p><i>Meso.</i></p> <p><b>DOK 3</b></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 stupa in India, part of a temple city complex)</p> <p>Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy)</p>

**Big Idea: Humanity in the Arts – Visual Arts (cont.)**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
	<p style="text-align: center; font-size: 2em; opacity: 0.5;">From See Art World all periods</p>	<p><b>Historical Periods and Styles:</b> (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)            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-Classical (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)</p>

**Big Idea: Humanity in the Arts – Visual Arts (cont.)**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
		<p>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)</p> <p>Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple styles including cubism)</p> <p>Modern &amp; Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O’Keeffe – 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>

**Big Idea: Humanity in the Arts - Music**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p><b>High School Enduring Knowledge – Understandings</b>  <b>AH-HS-HA-U-1</b>                      Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-HS-HA-U-2</b>                      Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-HS-HA-U-3</b>                      Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>High School Skills and Concepts - Music</b>  <b>AH-HS-HA-S-Mu1</b>                      Students will describe, analyze and evaluate distinguishing characteristics of music representing a variety of world cultures and historical/style periods (European: Renaissance, Baroque, Neo-Classicism/"Classical," Romanticism, Impressionism/Post-Impressionism, Modern and Contemporary; American: Modern and Contemporary)</p> <p><b>AH-HS-HA-S-Mu2</b>                      Students will listen to, perform, and classify music representing a variety of world cultures and historical/style periods</p> <p><b>AH-HS-HA-S-Mu3</b>                      Students will examine music from various world cultures and explain how music reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how music has directly influenced society or culture</p> <p><b>AH-HS-HA-S-Mu4</b>                      Students will examine music from various time periods and explain how the influence of time and place are reflected in the music</p>	<p><b>AH-HS-2.1.1</b>                      Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.</p> <p style="text-align: right;">DOK 3</p> <p>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)</p> <p>Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)                      Baroque (Bach and the fugue, Handel and oratorio)                      Classical (Mozart &amp; Haydn - true classical style, Beethoven - transition from Classical to Romantic)                      Romantic (Tchaikovsky - influence on ballet, Wagner - influence on opera)                      20<sup>th</sup> Century (Impressionism/Post-Impressionism, Debussy, Ravel - symbolism in music)                      Modern (Stravinsky - influence on Russian ballet)                      Contemporary (this refers to music being composed today)</p>

Combined Curriculum Document  
Arts and Humanities

		<p><b>Recent Styles in American Music:</b> 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. Contributions of some prominent American composers: Gershwin - jazz in classical musical forms, Copland - integrated national American idioms into his music, Ellington - led and shaped jazz styles in American music Other styles are rooted in American culture (e.g., folk, popular, country, blues)</p>
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