

Big Idea: Structure in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these structural components in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.

Academic Expectations

- 1.12** Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13** Students make sense of ideas and communicate ideas with the visual arts.
- 1.14** Students make sense of ideas and communicate ideas with music.
- 1.15** Students make sense of and communicate ideas with movement.
- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

Big Idea: Structure in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge - Understandings</p> <p>AH-HS-SA-U-1 Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p>AH-HS-SA-U-3 Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-HS-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p>High School Skills and Concepts - Music</p> <p>AH-HS-SA-S-Mu1 Students will use appropriate terminology to analyze and evaluate the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)</p> <p>AH-HS-SA-S-Mu2 Students will apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p>AH-HS-SA-S-Mu3 Students will listen to and analyze how changing different elements results in different musical effects</p> <p>AH-HS-SA-S-Mu4</p>	<p>AH-HS-1.1.1 Students will analyze or evaluate the use of elements of music in musical compositions.</p> <p>DOK 3 (Incorporates prior knowledge about elements from primary through 8th grade)</p> <p>Elements of music: Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative, movements of the 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>

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Big Idea: Structure in the Arts – Visual Arts

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge - Understandings AH-HS-SA-U-2 Students will understand that the principles of design and the elements of visual art are intentionally applied in creating works of art.</p> <p>AH-HS-SA-U-3 Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p>AH-HS-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components</p>	<p>High School Skills and Concepts - Visual Arts AH-HS-SA-S-VA1 Students will use appropriate terminology to analyze and evaluate the use of elements of art (e.g., line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks</p> <p>AH-HS-SA-S-VA2 Students will expressively use the elements of art, principles of design, and a variety of processes in creating artworks</p> <p>AH-HS-SA-S-VA3 Students will apply organizational structures and evaluate what makes them effective or not effective in communicating ideas</p> <p>AH-HS-SA-S-VA4 Students will analyze and evaluate the use of elements of art (e.g., line, shape, color properties, color schemes/groups, form, texture, space, value) and principles of design (e.g., repetition, emphasis, pattern, balance, contrast, rhythm, proportion, movement) in a variety of two and three dimensional artworks</p> <p>AH-HS-SA-S-VA5 Students will identify and use a variety of subject matter in viewing and creating visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, non-objective)</p>	<p>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 (Incorporates knowledge about elements of art and principles of design from primary through 8th grade) Elements of art: Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, two-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>Principles of design: Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity</p> <p>AH-HS-1.4.2 Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3 <u>Media (plural)/Medium (singular)</u> (Properties of media need to be known in order to respond to artworks) <u>Two-dimensional:</u> paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper,</p>

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		<p>ink, pastel (oil and chalk), fiber, photography, computer-generated design/art</p> <p><u>Three-dimensional</u>: clay, wood, glass, metal, stone, plaster</p> <p>Art processes:</p> <p><u>Two-dimensional</u>: drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photography</p> <p><u>Three-dimensional</u>: textiles, fiber art (e.g., constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture</p> <p><u>Subject matter</u>: representational (e.g., landscape, portrait, still life), nonrepresentational (e.g., abstract, non-objective)</p>

Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

Academic Expectations

- 2.24** Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25** In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

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Big Idea: Humanity in the Arts - Music		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p>AH-HS-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-HS-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p>High School Skills and Concepts - Music AH-HS-HA-S-Mu1 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>AH-HS-HA-S-Mu2 Students will listen to, perform, and classify music representing a variety of world cultures and historical/style periods</p> <p>AH-HS-HA-S-Mu3 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>AH-HS-HA-S-Mu4 Students will examine music from various time periods and explain how the influence of time and place are reflected in the music</p>	<p>AH-HS-2.1.1 Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.</p> <p style="text-align: center;">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) 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 & Haydn - true classical style, Beethoven - transition from Classical to Romantic) Romantic (Tchaikovsky - influence on ballet, Wagner - influence on opera) 20th Century (Impressionism/Post-Impressionism, Debussy, Ravel - symbolism in music) Modern (Stravinsky - influence on Russian ballet) Contemporary (this refers to music being composed today)</p>

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		<p>Recent Styles in American Music: 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.</p> <p>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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Big Idea: Humanity in the Arts - Dance

Program of Studies: Understandings			Program of Studies: Skills and Concepts			Related Core Content		
High School Enduring Knowledge – Understandings AH-HS-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present.			High School Skills and Concepts - Dance AH-HS-HA-S-Da1 Students will describe, analyze, and evaluate distinguishing characteristics of dance representing a variety of world cultures and historical/style periods (European: Renaissance, Baroque, Modern and Contemporary Romantic; American: Realism, Modern and Contemporary)			AH-HS-2.2.1 Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance.		
AH-HS-HA-U-2 Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.			AH-HS-HA-S-Da2 Students will observe, classify, and perform dance representing a variety of world cultures and historical/style periods			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) Renaissance (court dances) Baroque (development of ballet, Louis XIV) Romantic (Golden Age of ballet) Modern (Fokine – the revitalization and 20 th century prominence of Russian ballet, Balanchine, Baryshnikov)		
AH-HS-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.			AH-HS-HA-S-Da3 Students will examine dance from various world cultures and explain how dance reflects the culture, cultural beliefs, or blending of cultures; use examples to illustrate how dance has directly influenced society or culture			Recent Styles in American Culture: 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 Alley - acclaimed African American choreographer, incorporation of traditional African roots, African-American themes)		
			AH-HS-HA-S-Da4 Students will examine dance from various time periods and explain how the influence of time and place are reflected in the dance					

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Big Idea: Purposes for Creating the Arts - Dance

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p>AH-HS-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-HS-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p>High School Skills and Concepts - Dance AH-HS-PCA-S-Da1 Students will compare, interpret, and explain purposes for which dance is created (ceremonial, recreational, artistic expression)</p> <p>AH-HS-PCA-S-Da2 Students will create new, observe, choose and perform dance to fulfill a variety of specific purposes</p>	<p>AH-HS-3.2.1 Students will explain how dance fulfills a variety of purposes. DOK 2</p> <p>Purposes of dance: (different roles of dance) <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)</p>

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Big Idea: Purposes for Creating the Arts – Drama/Theatre

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p>AH-HS-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-HS-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p>High School Skills and Concepts - Drama/Theatre AH-HS-PCA-S-DT1 Students will compare, interpret, and explain purposes for which drama/theatre is created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)</p> <p>AH-HS-PCA-S-DT2 Students will create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes</p>	<p>AH-HS-3.3.1 Students will explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of drama/theatre: (different roles of drama) <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) <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) <u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <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)</p>

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Big Idea: Purposes for Creating the Arts – Visual Arts		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p>AH-HS-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p>AH-HS-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p>High School Skills and Concepts - Visual Arts AH-HS-PCA-S-VA1 Students will compare, interpret, and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional)</p> <p>AH-HS-PCA-S-VA2 Students will create new, select, choose and experience artworks created to fulfill a variety of specific purposes</p>	<p>AH-HS-3.4.1 Students will explain how art fulfills a variety of purposes.</p> <p>DOK 2</p> <p>Purposes of visual arts: (different roles of art) <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) <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) <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets, etc.) <u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p>

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Big Idea: Processes in the Arts – Drama/Theatre		
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p>AH-HS-PA-U-2 Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>AH-HS-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p>AH-HS-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p>High School Skills and Concepts - Drama/Theatre AH-HS-PA-S-DT1 Students will be actively involved in creating, improvising, and performing dramatic works alone and with others, using elements of drama (Literary, Technical, Production)</p> <p>AH-HS-PA-S-DT2 Students will use knowledge of elements of drama to:</p> <ul style="list-style-type: none"> • create and perform dramatic works in an expressive manner • describe and critique their own performances and the performances of others <p>AH-HS-PA-S-DT3 Students will use a variety of resources (e.g., research, peers, technology) to:</p> <ul style="list-style-type: none"> • write, refine, and record dialogue, monologues, and action • explore jobs/careers (e.g., playwright, director, actor) and skills associated with dramatic arts (theater, dramatic media) 	<p>AH-HS-4.3.1 <i>Students will create and perform using elements of drama. (Literary - script writing, Technical - designing and directing, Performance-acting)</i></p> <p>AH-HS-4.3.2 <i>Students will identify skills and training necessary for a variety of careers related to drama.</i></p>

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Big Idea: Processes in the Arts – Drama/Theatre (cont.)

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
	<p>AH-HS-PA-S-DT4 Students will identify and apply criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes, make-up)</p> <p>AH-HS-PA-S-DT5 Students will demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way</p> <p>AH-HS-PA-S-DT6 Students will explore skills and training necessary for a variety of careers related to dramatic arts</p>	

Big Idea: Processes in the Arts – Visual Arts

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content
<p>High School Enduring Knowledge – Understandings AH-HS-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p>AH-HS-PA-U-2 Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>AH-HS-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p>AH-HS-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p>High School Skills and Concepts - Visual Arts AH-HS-PA-S-VA1 Students will be actively involved in selecting media, techniques, subject matter, and processes for creating artworks for specific purposes, applying the elements of art and principles of design</p> <p>AH-HS-PA-S-VA2 Students will use knowledge of the elements and principles of art and art terminology to:</p> <ul style="list-style-type: none"> • create expressive artworks • describe and critique their own work creations and the creations of others (e.g., how the communication of ideas relates to media, techniques, or processes used) <p>AH-HS-PA-S-VA3 Students will identify and apply criteria for evaluating visual (e.g., skill of artist, originality, emotional impact, variety, interest, technical quality)</p>	<p>AH-HS-4.4.1 <i>Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.</i></p> <p>AH-HS-4.4.2 <i>Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.</i></p> <p>AH-HS-4.4.3 <i>Students will identify skills and training necessary for a variety of careers in visual arts.</i></p>