Fairview Middle School Arts Appreciation

	Standards	Essential Questions/Learning Targets	Assessments	Resources
Unit: Music (6 weeks)	• *use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)* • use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others • listen to and explore how changing different elements results in different musical effects • recognize, describe and compare various styles of music (gospel, Broadway musicals, blues, (popular, marches, ballads) • identify instruments according to classifications (family, voices, folk and orchestral instruments) • examine music from various time periods and explain how the influence of time and place are reflected in the music • compare and explain purposes for which music is created to fulfill	**Elements of music:** **Rhythm:** a. beat (melodic/steady) b. meter **Tempo:** presto, vivace, allegro, andante, adagio, largo **Melody:** **Harmony:** accompaniment, chords, **Dynamics:** crescendo, decrescendo, piano, mezzo piano, pianissimo, mezzo forte, forte, fortissimo **Form:** AB, ABA, rondo, theme and variations **Timbre:** Tone color of different instruments and voices **Instrument Families:** **Orchestra:** String Woodwind Brass Percussion **Folk instruments** **Latin instruments**	**Assessments chosen from these** "Create an Instrument" Project Elements of Music Test Instrument Identification Test *My Old Kentucky Home* singing test National Anthem singing test Extended Response	KET Music ToolKit videos Band room field trip (instruments) Music Appreciation Textbook YouTube videos of: • Happy Birthday theme and variations of Rachel Barton Pine • Flash mob of Beethoven's *9th Symphony* Movies: • Beethoven Lives Upstairs • Handel's Last Chance Listening Examples: • Marvin Gaye *Heard it Through the Grapevine* *InTune* and *Music Alive!* Magazines

(ceremonial, recreational, artistic expression)

- 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).
- the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.
- the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.
- the arts are basic forms of human communication.
- music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
- the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.
- the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

Purposes of Music:
Ceremonial
Recreational
Artistic Expression

Unit: Visual Art
(4 weeks)

· Students will:

- use appropriate terminology to describe and analyze the use of elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) in a variety of visual artworks
- use the elements of art, principles of design and a variety of processes in creating artworks
- identify and analyze the use of elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes/groups) and principles of design (e.g., focal point, pattern, balance, contrast) in a variety of two and three dimensional artworks
- identify a variety of subject matter in visual artworks (representational – e.g., landscape, portrait, still life, nonrepresentational – e.g., abstract, non-objective)
- observe, classify and create visual art according to styles and processes used in a variety of world

Elements of Art:
Line
Shape/Form
Color
primary
secondary
tertiary
warm
cool
complementary
monochromatic
analogous
Texture
Value
Space

Principles of Design
Balance
Emphasis
Contrast
Movement
Pattern
Repetition
Proportion

Subject Matter
landscape
portrait
still life
abstract
non-objective
sculpture
2-dimensional

Assessments chosen from these
Create a Collage
Google Doodle
Color Scheme drawings
Warm/Cool color drawings
Test over elements of art
Extended response

Art Prints
Art Prints from calendars
Art Print Transparencies
KET Visual Art Toolkit
Sculpture postcards
Artist videos from the library

cultures and historical periods

- 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
- examine visual artworks from various time periods and explain the influence of time and place that are reflected in them
- use print and non-print sources to explore, describe, and compare themes, characters, and situations in artworks from different cultures or time periods
- compare and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional)
- create new, choose and experience artworks created to fulfill a variety of specific purposes

3-dimensional

Media
painting
collage
pottery
watercolor
metal/stone
crayon
pencil
photography

Purposes of Art
Ceremonial
Narrative
Functional
Artistic Expression
Persuasive

Unit: Drama (4 weeks)

- Students will
- use appropriate terminology to identify and analyze the use of elements of drama (literary, technical, performance) in a variety of dramatic works
- use the elements of drama in creating and performing dramatic works independently and with others
- observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling) in a variety of situations
- identify and describe how technical elements (staging, scenery, props, costumes, make-up, lighting, sound) and performance elements (acting, speaking, nonverbal expression) create mood and believable characters
- describe and compare types of stages (arena, thrust, proscenium)
- explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)

· 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).

Elements of Drama

Literary Elements
- character
- plot
- setting
- rising action
- climax
- falling action

Technical Elements
- make-up
- lighting
- sound
- costumes
- props
- scenery

Performance Elements

nonverbal expression
- blocking
- gestures
- facial expressions

speaking
- diction
- projection

acting
- motivation
- empathy

Other key concepts:

"strike the set"

Stage Directions
- downstage
- upstage
- left and right

Three types of stages:
- arena
- proscenium
- thrust

Assessments chosen from these

Perform a Play
Test over Elements of Drama
Create a Tableau
Design a Set
Comparison of stage and film productions
Extended Response

KET Arts Toolkit
Annual school musical
Film possibilities:
Into the Woods
Wizard of Oz
West Side Story
Oliver
YouTube videos:
Paul Robeson *Old Man River* from *Showboat*

	• the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure. • the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.	Purposes of Theater: -Sharing the Human Experience -Passing on Tradition and Culture -Artistic Expression -Recreational			
Unit: Dance (4 weeks)	*Students will* • use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) to express thoughts, ideas, and feelings • observe, describe and demonstrate choreographic forms in dance • apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing patterns of movement independently and with others • identify and describe themes and styles (including characteristics of styles) of dance • observe, classify and perform dance representing	**Dance Elements** Space pathways levels direction personal general shape Time accent rhythmic pattern duration Force tension/relaxation smooth/sharp bound/flowing Movement locomotor non-locomotor artistic	**Assessments chosen from these** Flash Mob Create a 24 count dance piece Test over elements of dance Comparison of different styles of dance Extended Response	KET Arts Toolkit Various dance shoes: ballet jazz tap Colored Scarves Movie: *Happy Feet* (Savion Glover's explanation of creating dance segments) YouTube videos: • Gregory Hines and Sammy Davis, Jr. tap • Barishnikov's *Nutcracker* • Martha Graham's *Appalachian Spring* • Mummenschan Mime company on	

a variety of world cultures and historical periods

- 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
- examine dance from various time periods and explain how the influence of time and place are reflected in the dance
- compare and explain purposes for which dance is created (ceremonial, recreational, artistic expression)
- create new, observe, choose and perform dance to fulfill a variety of specific purposes

athletic
pedestrian

Types of Dance

ballet
tap
modern
jazz

Purposes of Dance

recreational
ceremonial
artistic expression

The Muppet Show

Unit 7: Proportional Reasoning (15-20 Days)

CC.6.RP.1 – Understand the concept of a ratio & use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

CC.6.RP.2 – Understand the concept of a unit rate a/b associated with a ratio a:b with b = 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cups of flour to each cup of sugar." "We paid $75 for 15 hamburgers, whish is a rate of $5 per hamburger."*

CC.6.RP.3 – Use ratio & rate reasoning to solve real-world & mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

3a – Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, & plot the pairs of values on

the coordinate plane. Use tables to compare ratios.

3b – Solve unit rate problems including those involving unit pricing & constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

3c – Find a percent of a quantity as a rate per 100 (e.g, 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part & the percent.

CC.6.NS.6 – Understand a rational number as a point on the number line. Extend number line diagrams & coordinate axes familiar from previous grades to represent points on the line & in the plane with negative number coordinates.

6c – Find & position integers & other rational numbers on a horizontal or vertical number line diagram; find & position pairs of integers & other rational numbers on a coordinate plane.

Unit 8: Measurement & Geometry (15-20 Days)

CC.6.RP.3d – Use ratio reasoning to convert measurement units: manipulate & transform units appropriately

when multiplying or dividing quantities.

CC.6.EE.2c - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* $V = s^2$ & $A = 6\ s^2$ *to find the volume & surface area of a cube with side lengths* $s = 12$.

CC.6.G.1 – Find the area of right triangles, other triangles, special quadrilaterals, & polygons by composing into rectangles or decomposing into triangles & other shapes; apply these techniques in the context of solving real-world & mathematical problems.

CC.6.G.2 – Find the volume of a right rectangular prism with the fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, & show that the volume is the same as would be found by multiplying the edge lengths

	of the prism. Apply the formulas V = lwh & V = bh to find the volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world & mathematical problems.
	CC.6.G.4 – Represent three-dimensional figures using nets made up of rectangles & triangles, & use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world & mathematical problems.
Unit 9: Integers & Coordinate Plane (10-15 Days)	**CC.6.NS.5** – Understand that positive & negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive & negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	CC.6.NS.6 – Understand a rational number as a point on the number line. Extend number line diagrams & coordinate axes familiar from previous grades to represent points on the line & in the plane with negative number coordinates.

6a – Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, & that 0 is its own opposite.
6b – Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
6c – Find & position integers & other rational numbers on a horizontal or vertical number line diagram; find & position pairs of integers & other rational numbers on a coordinate plane.

CC.6.NS.7 – Understand ordering & absolute value of rational numbers.
7a – Interpret statements of inequality as statements about the relative position of the two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number*

line oriented from left to right.

7b – Write, interpret, & explain statements of order for rational numbers in real-world contexts. *For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.*

CC.6.NS.8 – Solve real-world & mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates & absolute value to find distance between points with the same first coordinate or the same second coordinate.

CC.6.G.3 – Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world & mathematical problems.

Unit 10: Functions (10-15 Days)

CC.6.RP.3 – Use ratio & rate reasoning to solve real-world & mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

3a – Make tables of equivalent ratios relating

quantities with whole-number measurements, find missing values in the tables, & plot the pairs of values on the coordinate plane. Use tables to compare ratios.

CC.6.EE.8 – Write an inequality of the form $x > c$ or $x < c$ to represent a constant or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

CC.6.EE.9 – Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent & independent variables using graphs & tables, & relate these to the equation. *For example, in a problem involving motion at constant speed, list & graph ordered pairs of distances & times, & write the equation $d = 65t$ to represent the relationship between distance & time.*