

Fairview Elementary School Curriculum Map 2011-2012

Teacher:

Subject: Arts and Humanities

Grade: 5

Month	Unit	Core Content Indicators	Activities/Instructional Strategies	Assessment(s)/ Writing Assignments	Resources
Aug.	Visual Arts	<p>AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art.</p> <p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history.</p> <p>AH-05-3.4.1 Students will describe or explain how art fulfills a variety of purposes.</p> <p>AH-05-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</p>	<p>Elements of Art Principles of Design Media and Processes</p>	<p>Student Made Art Products Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response.</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Art Resources Art Supplies (variety) Posters/Prints of Artwork Fieldtrips when applicable (ex: Pendleton Art Gallery) Guest speakers when applicable (ex: Graphic Artists)</p>
Sept.	Visual Arts	<p>AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art.</p> <p>AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout</p>	<p>Cultures and Periods Purpose of Art Significant Artists and Works</p>	<p>Student Made Art Products Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Art Resources Art Supplies (variety) Posters/Prints of Artwork Fieldtrips when applicable (ex: Pendleton Art Gallery) Guest speakers when</p>

		<p>history. AH-05-3.4.1 Students will describe or explain how art fulfills a variety of purposes. AH-05-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</p>			<p>applicable (ex: Graphic Artists)</p>
Oct.	Music	<p>AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music. <i>AH-05-1.1.2</i> <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i> AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history. AH-05-3.1.1 Students will describe or explain how music fulfills a variety of purposes. <i>AH-05-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i> <i>AH-05-4.1.5</i> <i>Students will sing alone and with others a varied repertoire</i></p>	<p>Music Concepts and Vocabulary Cultures and Periods</p>	<p>Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response Student Demonstration/performance</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Music Resources Music Supplies (variety) Fieldtrips when applicable Guest speakers when applicable</p> <p>Johnny Horton: Ballads of events in history Example: “The Battle of New Orleans” “North to Alaska” “Johnny Reb” etc</p>

		<i>of music.</i>			
Nov.	Music	<p>AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music.</p> <p><i>AH-05-1.1.2</i> <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p> <p>AH-05-2.1.1 Students will describe or explain how music has been a part of cultures and periods throughout history.</p> <p>AH-05-3.1.1 Students will describe or explain how music fulfills a variety of purposes.</p> <p><i>AH-05-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i></p> <p><i>AH-05-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p>	Purposes of Music Significant Musicians and Pieces	Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response Student Demonstration/performance.	Study Island printed lesson plans. Study Island online resources. Online Music Resources Music Supplies (variety) Fieldtrips when applicable Guest speakers when applicable
Dec.	Dramatic Arts	<p>AH-05-1.3.1 Students will analyze or explain the use of elements of drama in dramatic works.</p> <p><i>AH-05-1.3.3</i> Students will identify and describe a variety of creative dramatics</p>	Drama Concepts and Vocabulary Cultures and Periods	Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response Student Demonstration/performance	Study Island printed lesson plans. Study Island online resources. Online Drama Resources Drama Supplies (variety) Posters/Prints of Drama Fieldtrips when applicable (Ex: Paramount Arts Center,

		<p><i>(improvisation, mimicry, pantomime, role playing and storytelling).</i></p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history.</p> <p>AH-05-3.3.1 Students will describe or explain how drama/theatre fulfills a variety of purposes.</p> <p><i>AH-05-4.3.1</i> Students will create and perform using elements of drama (Literary, Technical, Performance)</p>			<p>Tour of Paramount or Marshall Playhouse) Guest speakers when applicable (Marshall Theatre Program)</p>
Jan.	Dramatic Arts	<p>AH-05-1.3.1 Students will analyze or explain the use of elements of drama in dramatic works.</p> <p>AH-EP-1.3.3 <i>AH-05-1.3.3</i> Students will identify and describe a variety of creative dramatics <i>(improvisation, mimicry, pantomime, role playing and storytelling).</i></p> <p>AH-05-2.3.1 Students will describe or explain how drama has been a part of cultures and time periods throughout history.</p> <p>AH-05-3.3.1 Students will describe or explain how drama/theatre fulfills a variety of purposes.</p>	<p>Purposes of Drama Significant Performers and Plays</p>	<p>Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response Student Demonstration/performance</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Drama Resources Drama Supplies (variety) Posters/Prints of Drama Fieldtrips when applicable (Ex: Paramount Arts Center, Tour of Paramount or Marshall Playhouse) Guest speakers when applicable (Marshall Theater Program)</p>

		<p><i>AH-05-4.3.1</i> <i>Students will create and perform using elements of drama (Literary, Technical, Performance)</i></p>			
Feb.	Dance	<p>AH-05-1.2.1 Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2 Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.</p> <p>AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history.</p> <p>AH-05-3.2.1 Students will describe or explain how dance fulfills a variety of purposes.</p> <p><i>AH-05-4.2.1</i> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i></p> <p><i>AH-05-4.2.3</i> <i>Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</i></p>	<p>Dance Concepts and Vocabulary Cultures and Periods</p>	<p>Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response Student Demonstration/performance</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Dance Resources Dance Supplies (variety) Fieldtrips when applicable (Nutcracker, Dance Exhibitions) Guest speakers when applicable (Ex: Maria Whaley, Kameron Stambaugh, Molly Gumbert, Emily Ford)</p> <p>5-10 minute workout dvd (includes dance from African cultures and others in short segments to get students moving in the classroom-use as transitions between activities and indoor recess, etc.)</p>
March	Dance	<p>AH-05-1.2.1 DOK 3 Students will analyze or explain the use of elements of dance in a variety of dances.</p> <p>AH-05-1.2.2</p>	<p>Purposes of Dance Significant Dancers and Performances</p>	<p>Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS</p>	<p>Study Island printed lesson plans. Study Island online resources.</p>

		<p>Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings. AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history.</p> <p>AH-05-3.2.1 Students will describe or explain how dance fulfills a variety of purposes. <i>AH-05-4.2.1</i> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i> <i>AH-05-4.2.3</i> <i>Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</i></p>		<p>assessment including constructed response Student Demonstration/performance</p>	<p>Online Dance Resources Dance Supplies (variety) Fieldtrips when applicable (Nutcracker, Dance Exhibitions) Guest speakers when applicable (Ex: Maria Whaley, Kameron Stambaugh, Molly Gumbert, Emily Ford)</p>
April	Connections to Fine Arts	<p><i>PL-05-4.1.1</i> <i>Students will identify and explain why people need to work (e.g., to earn money, to work with other people) to meet basic needs (food, clothing, shelter) and to provide self-satisfaction and enjoyment.</i> <i>PL-05-4.1.2</i> <i>Students will identify jobs (e.g., art/music teacher, carpenter,</i></p>	<p>Behavior in Fine Arts Careers in Fine Arts</p>	<p>Teacher Observations Study Island Online Lesson/Assessment Teacher-made CIITS assessment including constructed response</p>	<p>Study Island printed lesson plans. Study Island online resources. Online Fine Arts Resources Fine Arts Supplies (variety) Variety of Fine Arts Workers as guest speakers as available.</p>

		<p><i>factory worker, engineer) relating to Kentucky's Career Clusters and describe these jobs/careers.</i></p> <p>PL-05-4.1.3 <i>Students will identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace.</i></p> <p>PL-05-4.2.1 <i>Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school and work.</i></p> <p>PL-05-4.2.2 Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work.</p> <p style="text-align: right;">DOK 2</p>			
May	Review of Arts and Humanities Core Content taught throughout the year.	Review of Arts and Humanities Core Content taught throughout the year.	Review of Arts and Humanities Core Content taught throughout the year.	Study Island Fine Arts Post Test	Study Island printed lesson plans. Study Island online resources. Online Fine Arts Resources Fine Arts Supplies (variety)

