

Boyd County Public Schools  
HIGH SCHOOL HUMANITIES  
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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.

High School Enduring Knowledge – Understandings

Students will understand that

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p><b>High School Skills and Concepts – Music</b></p> <p><i>Students will</i></p> <p><b>AH-HS-SA-S-Mu1</b> use appropriate terminology to analyze and evaluate the use of elements in a variety of musical compositions (rhythm, tempo, melody, harmony, form, timbre, dynamics)</p> <p><b>AH-HS-SA-S-Mu2</b> apply the elements of music with technical accuracy and expression while performing, singing, playing instruments, moving, listening, reading music, writing music and</p>	<p><b>AH-HS-1.1.1 DOK 3</b></p> <p><b>Students will analyze or evaluate the use of elements of music in musical compositions.</b></p> <p><b>(Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade)</b></p> <p><b>Elements of music:</b></p> <p><b>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</b></p>	<p>Released Open-Response – River Music</p> <p>Released Open-Response – Technology and the Arts</p> <p>Released Open-Response – Communication</p> <p><a href="#">MC Question</a></p>	<p><a href="#">Kentucky Arts Council</a></p> <p><a href="#">DSO Kids</a></p> <p><a href="#">Cyber Playground</a></p> <p><a href="#">ARTY</a></p> <p><a href="#">KET Arts Toolkit</a></p>	<p>Rhythm</p> <p>Melody</p> <p>Form</p> <p>Rondo</p> <p>Theme and variations</p> <p>Overture</p> <p>Aria</p> <p>Recitative</p> <p>Minuet</p> <p>Scherzo</p> <p>Timbre</p> <p>Harmony</p> <p>Tempo</p> <p>Dynamics</p>

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<p>creating music independently and with others</p> <p><b>AH-HS-SA-S-Mu3</b> listen to and analyze how changing different elements results in different musical effects</p> <p><b>AH-HS-SA-S-Mu4</b> recognize, describe, and compare various musical forms (rondo, theme and variation, opera – overture, aria, recitative, movements of classical symphony)</p>	<p><b>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</b></p>			
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## 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.

### High School Enduring Knowledge – Understandings

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Music</b> <i>Students will</i> <b>AH-HS-HA-S-Mu1</b> 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)  <b>AH-HS-HA-S-Mu2</b> listen to, perform	<b>AH-HS-2.1.1 DOK 3</b> <b>Students will analyze or evaluate how factors such as time, place, and ideas are reflected in music.</b> <b><u>Historical Periods in European Music: (in chronological order)</u></b> <b>(Basic understanding of society in the time period, influence of geographical location and philosophical beliefs of each historical period is necessary to meet this standard)</b> <ul style="list-style-type: none"><li><b>Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines</b></li></ul>	Released Open-Response DOK 3 - Time Machine to the 60s  Released Open-Response – River Music  Released Item 2007 KCCT MC question # 3 DOK 1  <a href="#">Impressionism in Music OR and MC</a>  <a href="#">Romantic Period in Music OR and MC</a>	<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	Palestrina Polyphony Counterpoint Fugue Oratorio Renaissance Baroque Classical Romantic 20 <sup>th</sup> Century Impressionism Post-Impressionism Modern Contemporary

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<p>and classify music representing a variety of world cultures and historical/style periods</p> <p><b>AH-HS-HA-S-Mu3</b> 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> examine music from various time periods and explain how the influence of time and place are reflected in the music</p>	<p><b>played simultaneously] are prominent in music, the rise of instrumental and secular music)</b></p> <ul style="list-style-type: none"><li>▪ <b>Baroque (Bach and the fugue, Handel and oratorio)</b></li><li>▪ <b>Classical (Mozart &amp; Haydn – true classical style, Beethoven- transition from classical to romantic)</b></li><li>▪ <b>Romantic (Tchaikovsky - influence on ballet, Wagner- influence on opera)</b></li><li>▪ <b>20<sup>th</sup> Century (Impressionism/Post-Impressionism (Debussy, Ravel – symbolism in music)</b></li><li>▪ <b>Modern and Contemporary (Stravinsky – influence on Russian ballet)</b></li><li>▪ <b>Contemporary (this refers to music being composed today)</b></li></ul> <p><u><b>Recent Styles in American Music:</b></u> <b>Modern American music consists of diverse musical styles (e.g., Latin and Caribbean influences in American music): many emerged from blending of distinct musical styles.</b> <b>Contributions of some prominent American composers:</b> <b>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)</b></p>			
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Big Idea: Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p><b>High School Skills and Concepts – Music</b></p> <p><i>Students will</i></p> <p><b>AH-HS-PCA-S-Mu1</b> compare, interpret and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)</p> <p><b>AH-HS-PCA-S-Mu2</b> create new, listen to, choose and perform music to fulfill a variety of specific purposes</p>	<p><b>AH-HS-3.1.1 DOK 2</b></p> <p><b>Students will explain how music fulfills a variety of purposes.</b></p> <p><b>Purposes of music:(different roles of music)</b></p> <p><b><u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)</b></p> <p><b><u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</b></p>		<p><a href="#">Kentucky Arts Council</a></p> <p><a href="#">DSO Kids</a></p> <p><a href="#">Cyber Playground</a></p> <p><a href="#">ARTY</a></p> <p><a href="#">KET Arts Toolkit</a></p>	<p>Ceremonial music</p> <p>Recreational music</p> <p>Artistic expression music</p>

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	<b><u>Artistic Expression</u></b> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)			
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Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 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.

High School Enduring Knowledge – Understandings

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.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- 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.
- existing and emerging technologies can extend the reach of the art form to new audiences.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Music</b> <i>Students will</i> <b>AH-HS-PA-S-Mu1</b> be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others  <b>AH-HS-A-S-Mu2</b> use knowledge of musical elements to create and	<b>AH-HS-4.1.1</b> <i>Students will create and notate music.</i>		<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	
	<b>AH-HS-4.1.2</b> <i>Students will improvise rhythmic and/or melodic embellishments and variations on given melodies.</i>		<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	
	<b>AH-HS-4.1.3</b> <i>Students will sing or perform on instruments, alone or with</i>		<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a>	

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<p>perform music in an expressive manner</p> <p><b>AH-HS-PA-S-Mu3</b> sing or perform on instruments, alone or with others, reading basic music notation (with practice)</p> <p><b>AH-HS-PA-S-Mu4</b> use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-HS-PA-S-Mu5</b> identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest, technical accuracy)</p> <p><b>AH-HS-PA-S-Mu6</b> demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-HS-SA-S-Mu7</b> explore skills and training necessary for a variety of careers related to music</p>	<p><i>others, by reading basic music notation (with practice)</i></p> <p><b>AH-HS-4.1.4</b> <i>Students will identify skills and training necessary for a variety of careers related to music.</i></p>		<p><a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a></p>	
			<p><a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a></p>	



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Big Idea: Interrelationships Among the Arts

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

Academic Expectations

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- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

Students will understand that

- 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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Arts</b> <i>Students will</i> <b>AH-HS-IAA-S-1</b> explain common terms and concepts used in various arts (e.g., tempo in dance and music)	<b>AH-HS-5.5.1</b> <i>Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).</i>		<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	
<b>AH-HS-IAA-S-2</b> analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)	<b>AH-HS-5.5.2</b> <i>Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance).</i>		<a href="#">Kentucky Arts Council</a> <a href="#">DSO Kids</a> <a href="#">Cyber Playground</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	

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<p><b>AH-HS-IAA-S-3</b> interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</p> <p><b>AH-HS-IAA-S-4</b> explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</p> <p><b>AH-HS-IAA-S-5</b> communicate common meaning through creating and performing in the arts</p>				
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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.

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- 2.23** Students analyze their own and others' artistic products and performances using accepted standards.

High School Enduring Knowledge – Understandings

*Students will understand that*

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p><b>High School Skills and Concepts – Dance</b></p> <p><i>Students will</i></p> <ul style="list-style-type: none"><li><b>AH-HS-SA-S-Da1</b> Use appropriate terminology to analyze and evaluate the use of elements in a variety of dance (space, time, force)</li><li></li><li><b>AH-HS-SA-S- Da2</b></li><li>apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) to:</li><li>expressively create and</li></ul>	<p><b>AH-HS-1.2.1 DOK 3</b></p> <p><b>Students will analyze or evaluate how choreographers and dancers use the elements and choreographic forms, styles of dance to communicate ideas and feelings through creating and performing.</b></p> <p><b>(Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade.)</b></p> <p><b>Elements: Space, Time, Force</b></p> <p><b>Choreographic Forms: Theme and Variation, Rondo, Narrative</b></p> <p><b>Styles:(characteristics of)</b></p>	<p>Released Open-Response – DOK 2 - Common Dance Elements</p> <p>Released Open-Response – Creating a Dance</p> <p><a href="#">MC Question</a></p>	<p><a href="#">International Dance Resources</a></p> <p><a href="#">Explore Dance</a></p> <p><a href="#">Kentucky Arts Council</a></p> <p><a href="#">ARTY</a></p> <p><a href="#">KET Arts Toolkit</a></p>	<p>Space</p> <p>Time</p> <p>Force</p> <p>Theme and variation\</p> <p>Rondo</p> <p>Narrative</p> <p>Ballet</p> <p>Tap</p> <p>Jazz</p> <p>Modern</p> <p>Improvisation</p> <p>choreography</p>

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<p>perform a range of patterns of movement</p> <ul style="list-style-type: none"> <li>analyze and evaluate the use of choreographic forms in dance (theme and variation, rondo, narrative)</li> <li>analyze and describe how themes in dances and styles of dance communicate ideas and feelings</li> <li>identify and explain characteristics of dance styles (ballet, tap, jazz, modern)</li> </ul> <p><b>AH-HS-SA-S-Da3</b> describe and analyze the relationships between and among music, costumes, lighting, props/scenery and choreography</p>	<p><b>Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement</b> (<i>actual terms not to be assessed</i>), <b>pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances</b></p> <p><b>Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g. Irish step dance, jig and African steps)</b></p> <p><b>Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements</b> (<i>actual terms not to be assessed</i>), <b>jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance</b></p> <p><b>Modern – freedom in movement, English/French/new words to describe movements</b> (<i>actual terms not to be assessed</i>), <b>usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography</b></p>			
	<p><b>AH-HS-1.2.2 DOK 3</b> Students will describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.</p>	<p>Released OR 2007 KCCT – Elements of Dance Production DOK 3</p>	<p><a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a></p>	

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## Big Idea: Humanity in the Arts

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### Academic Expectations

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- 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.
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### High School Enduring Knowledge – Understandings

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Dance</b> <i>Students will</i> <ul style="list-style-type: none"><li><b>AH-HS-HA-S-DA1</b><ul style="list-style-type: none"><li>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)</li></ul></li><li><b>AH-HS-HA-S-Da2</b><ul style="list-style-type: none"><li>observe, classify and perform dance representing a variety of world cultures and historical/style periods</li></ul></li></ul>	<b>AH-HS-2.2.1 DOK 3</b> <b>Students will analyze or evaluate how factors such as time, place, and ideas are reflected in dance.</b> <b>European Culture and Periods: (in chronological order)</b> <b>Renaissance (court dances)</b> <b>Baroque (development of ballet. Louis XIV)</b> <b>Romantic (Golden Age of Ballet)</b> <b>Modern (Fokine – the revitalization and 20<sup>th</sup> century prominence of Russian ballet, Balanchine, Baryshnikov))</b> <b>Recent styles in American culture:</b> <b>Popular dance(includes early American dance, folk and social dance, (e.g., square dance, swing, waltz)</b>	Released item 2007 KCCT MC question #4 DOK 2	<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	Renaissance Court dances Baroque Square dance Swing waltz

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<ul style="list-style-type: none"><li>•</li><li>• <b>AH-HS-HA-S-Da3</b></li><li>• 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</li><li>•</li><li>• <b>AH-HS-HA-S-Da4</b></li><li>• examine dance from various time periods and explain how the influence of time and place are reflected in the dance</li></ul>	<p><b>Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint)</b></p> <p><b>Modern dance (important figures include: Alvin Ailey – acclaimed African American choreographer incorporation of traditional African roots, African-American themes</b></p>			
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Big Idea: Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p><b>High School Skills and Concepts – Dance</b></p> <p><i>Students will</i></p> <ul style="list-style-type: none"><li></li><li><b>AH-HS-PCA-S-Da1</b><ul style="list-style-type: none"><li>compare, interpret and explain purposes for which dance is created (ceremonial, recreational, artistic expression)</li></ul></li><li></li><li></li><li><b>AH-HS-PCA-S-Da2</b><ul style="list-style-type: none"><li>create new, observe, choose and perform dance to fulfill a variety of specific purposes</li></ul></li></ul>	<p><b>AH-HS-3.2.1 DOK 2</b></p> <p><b>Students will explain how dance fulfills a variety of purposes.</b></p> <p>Purposes of dance: (different roles of dance)</p> <p><b><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)</b></p> <p><b><u>Recreational</u> - dancing for entertainment, to support recreational activities, (e.g., ballroom, line dancing, aerobic</b></p>		<p><a href="#">International Dance Resources</a></p> <p><a href="#">Explore Dance</a></p> <p><a href="#">Kentucky Arts Council ARTY</a></p> <p><a href="#">KET Arts Toolkit</a></p>	<p>Ceremonial</p> <p>Ritual dance</p> <p>Harvest dance</p> <p>Ballroom</p> <p>Line dancing</p> <p>Aerobic dance</p> <p>Recreational dance</p> <p>Artistic expression dance</p>

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	<b>dance, dance as a hobby)</b> <b><u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</b>			
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Big Idea: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 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.

High School Enduring Knowledge – Understandings

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.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- 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.
- existing and emerging technologies can extend the reach of the art form to new audiences.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Dance</b> <i>Students will</i> <ul style="list-style-type: none"><li><b>AH-HS-PA-S-Da1</b></li><li>be actively involved (individually and in groups) in creating and performing dance (using the elements of dance: space, time and force) in a variety of choreographic forms (theme and variation, rondo, narrative)</li></ul>	<b>AH-HS-4.2.1</b> <i>Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	Dance elements – Space Time Force
	<b>AH-HS-4.2.2</b> <i>Students will demonstrate appropriate alignment, strength, and flexibility while performing dance movement.</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a>	Alignment Strength Flexibility
	<b>AH-HS-4.2.3</b> <i>Students will perform dances utilizing</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a>	Dance forms Theme and Variation

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<ul style="list-style-type: none"><li>• <b>AH-HS-PA-S-Da2</b></li><li>• demonstrate appropriate alignment, strength and flexibility while performing dance movement</li><li>• <b>AH-HS-PCA-S-Da3</b></li><li>• apply knowledge of dance elements and dance terminology to:<ul style="list-style-type: none"><li>• expressively create and perform dance to communicate thoughts, ideas and/or feelings</li><li>• describe and critique their own performances and the performances of others</li></ul></li><li>• <b>AH-HS-PCA-S-Da4</b></li><li>• identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)</li><li>• <b>AH-HS-PCA-S-Da5</b></li><li>• demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way</li><li>• <b>AH-HS-PCA-S-Da6</b></li><li>• explore skills and training necessary for a variety of careers related to dance</li></ul>	<i>various forms. (Choreographic forms: theme and variation, rondo, narrative)</i>		<a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	Rondo narrative
	<b>AH-HS-4.2.4</b> <i>Students will perform social, recreational, and artistic dances from various historical periods and cultures.</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	
	<b>AH-HS-4.2.5</b> <i>Students will identify skills and training for a variety of careers related to dance.</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	

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## Big Idea: Interrelationships Among the Arts

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

### 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.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 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.

### High School Enduring Knowledge – Understandings

*Students will understand that*

- 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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Arts</b> <i>Students will</i> <ul style="list-style-type: none"><li>• <b>AH-HS-IAA-S-1</b></li><li>• explain common terms and concepts used in various arts (e.g., tempo in dance and music)</li></ul>	<b>AH-HS-5.5.1</b> <i>Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	
<ul style="list-style-type: none"><li>• <b>AH-HS-IAA-S-2</b></li><li>• analyze and explain how ideas and emotions expressed in one art</li></ul>	<b>AH-HS-5.5.2</b> <i>Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions</i>		<a href="#">International Dance Resources</a> <a href="#">Explore Dance</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">KET Arts Toolkit</a>	

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<p>form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</p> <ul style="list-style-type: none"><li>•</li><li>• <b>AH-HS-IAA-S-3</b></li><li>• interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</li><li>•</li><li>• <b>AH-HS-IAA-S-4</b></li><li>• explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</li><li>• <b>AH-HS-IAA-S-5</b></li><li>• communicate common meaning through creating and performing in the artsts</li></ul>	<p><i>expressed another art form (e.g. dance).</i></p>			
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## 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.

### High School Enduring Knowledge – Understandings

*Students will understand that*

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Drama/Theatre</b> <i>Students will</i> <ul style="list-style-type: none"><li><b>AH-HS-SA-S-DT1</b></li><li>use appropriate terminology to analyze and evaluate the use of elements of drama (literary, technical, performance) in a variety of dramatic works</li><li></li><li><b>AH-HS-SA-S-DT2</b></li><li>use the elements of drama to: expressively create and perform dramatic works</li></ul>	<b>AH-HS-1.3.1 DOK 3</b> <b>Students will analyze or evaluate the use of technical elements, literary elements, and performance elements in a variety of dramatic works. (Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade.)</b> <b>Elements of drama:</b> <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word	Released Open-Response – Antagonist/Protagonist  Released Open-Response – Stage Directions  Released Open-Response – Props  Released Open-Response – Technology and the Arts  Released Open-Response –	<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council ARTY Arts Toolkit</a>	<u>Literary Elements:</u> Script Exposition Rising action Climax or turning point Falling Action Resolution Suspense Theme Setting Dialect Point of view Monologue

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<p>explain how technical elements (staging, scenery, props, costumes, make-up, lighting, sound) and performance elements (acting, speaking, nonverbal expression) create mood, believable characters and advance the message being communicated</p> <ul style="list-style-type: none"><li>• <b>AH-HS-SA-S-DT3</b></li><li>• use print and non-print sources to explore and evaluate a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)</li></ul>	<p><b>choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy</b></p> <p><b><u>Technical elements</u> - Scenery, Sound, Lights, Make-up, Props, Costume, Design</b></p> <p><b><u>Performance elements</u> - Acting (e.g. character motivation and analysis)</b></p> <p><b>Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression - (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions – stage left, stage right, center stage, upstage, downstage)</b></p>	<p>Communication</p> <p>Released Item 2007 KCCT MC question # 1 DOK 1</p> <p><a href="#">MC Question</a></p>		<p>Dialogue Empathy</p> <p><u>Technical Elements:</u></p> <p>Scenery Sound Lights Make-up Props Costume Design</p> <p><u>Performance Elements:</u></p> <p>Projection Diction Gestures Character blocking Stage left Stage right Center stage Upstage downstage</p>
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**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

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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.

**High School Enduring Knowledge – Understandings**

*Students will understand that*

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others’ (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Drama/Theatre</b> <i>Students will</i> <ul style="list-style-type: none"> <li>• <b>AH-HS-HA-S-DT1</b></li> <li>• describe, analyze and evaluate distinguishing characteristics of dramatic work representing a variety of world cultures (Japanese, American Modern and Contemporary) and historical/style periods (European: Renaissance, Neo-Classicism/“Classical, Romanticism, Realism)</li> <li>•</li> <li>•</li> <li>• <b>AH-HS-SA-S-DT2</b></li> <li>• observe, classify, and perform dramatic works representing a</li> </ul>	<b>AH-HS-2.3.1 DOK 3</b> <b>Students will analyze or evaluate how factors such as time, place, and ideas are reflected in drama.</b>  <b>Japanese Culture (history and characteristics of Kabuki theatre)</b> <b>Historical Periods in chronological order)</b> <b>(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)</b> <ul style="list-style-type: none"> <li>▪ Renaissance (Commedia Dell’arte, Shakespeare and Elizabethan Theatre)</li> <li>▪ Neo-Classicism/“Classical”</li> </ul>	Greek Drama and Shakespeare OR	<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council ARTY</a> <a href="#">Arts Toolkit</a>	Kabuki theatre Commedia Dell’arte Elizabethan Theatre Satire melodrama

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<div>variety of world cultures and historical/style periods</div> <div><ul style="list-style-type: none"><li></li><li><b>AH-HS-SA-S-DT4</b></li><li>examine dramatic works from various world cultures and explain how dramatic works reflect the culture, cultural beliefs or blending of cultures; use examples to illustrate how dramatic works have directly influenced society or culture</li><li></li><li><b>AH-HS-SA-S-DT5</b></li><li>examine dramatic works from various time periods and explain how the influence of time and place are reflected in them</li><li></li><li><b>AH-HS-SA-S-DT6</b></li><li>use print and non-print sources to explore, describe and interpret universal themes, characterization, situations in dramas and characteristics of theater from different cultures or time periods</li></ul></div>	<div>(satire)</div> <div><ul style="list-style-type: none"><li>▪ <b>Romanticism (melodrama)</b></li><li>▪ <b>Realism (Henrik Ibsen, George Bernard Shaw)</b></li></ul></div> <div>American Culture:</div> <div><ul style="list-style-type: none"><li>▪ <b>American playwrights’ role with realism in theatre (Tennessee Williams, Arthur Miller)</b></li></ul></div> <div><b>Modern &amp; Contemporary (impact of technology on drama/theatre, the development of American musical theatre</b></div>			
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**Big Idea: Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

**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.
- 2.22** Students create works of art and make presentations to convey a point of view.
- 2.26** Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

**High School Enduring Knowledge – Understandings**

*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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Drama/Theatre</b> <i>Students will</i> <ul style="list-style-type: none"><li><b>AH-HS-PCA-S-DT1</b></li><li>compare, interpret and explain purposes for which drama/theatre is created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)</li><li><b>AH-HS-PCA-S-DT2</b></li><li>create or write new, observe,</li></ul>	<b>AH-HS-3.3.1 DOK 2</b> <b>Students will explain how drama/theatre fulfills a variety of purposes.</b> <b>Purposes of Drama/Theatre:(different roles for drama)</b> <ul style="list-style-type: none"><li><b><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</b></li></ul>		<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council ARTY Arts Toolkit</a>	

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choose and perform dramatic works to fulfill a variety of specific purposes	<p><b>and recreate information, ideas, and emotions)</b></p> <ul style="list-style-type: none"><li>▪ <b><u>Passing on tradition and culture</u></b> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)</li><li>▪ <b><u>Recreational</u></b> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)</li></ul> <p><b><u>Artistic Expression</u></b> – 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: Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

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.
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- 2.22 Students create works of art and make presentations to convey a point of view.
- 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.

High School Enduring Knowledge – Understandings

- 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.
  - full understanding and appreciation of the arts requires some degree of involvement in all three processes.
  - 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.
  - existing and emerging technologies can extend the reach of the art form to new audiences.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Drama/Theatre</b> <i>Students will</i> <ul style="list-style-type: none"><li><b>AH-HS-PA-S-DT1</b></li><li>be actively involved in creating, improvising and performing dramatic works alone and with others, using elements of drama (Literary, Technical, Production)</li><li></li><li><b>AH-HS-SA-S-DT2</b></li><li>use knowledge of elements of</li></ul>	<b>AH-HS-4.3.1</b> <i>Students will create and perform using elements of drama. (Literary-script writing, Technical- designing and directing, Production- acting)</i>		<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council ARTY Arts Toolkit</a>	
	<b>AH-HS-4.3.2</b> <i>Students will identify skills and training necessary for a variety of careers related to drama.</i>		<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council ARTY Arts Toolkit</a>	

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<p>drama to: create and perform dramatic works in an expressive manner describe and critique their own performances and the performances of others</p> <ul style="list-style-type: none"><li>• <b>AH-HS-SA-S-DT3</b></li><li>• use a variety of resources (e.g., research, peers, technology) to: 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)</li><li>• <b>AH-HS-SA-S-DT4</b></li><li>• 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)</li><li>•</li><li>• <b>AH-HS-SA-S-DT5</b></li><li>• 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</li><li>•</li><li>• <b>AH-HS-SA-S-DT6</b></li></ul>				
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<ul style="list-style-type: none"> <li>explore skills and training necessary for a variety of careers related to dramatic arts</li> </ul>				
<p><b>Big Idea: Interrelationships Among the Arts</b></p> <p>The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.</p> <p><b>Academic Expectations</b></p> <p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.25</b> 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.</p> <p><b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> <p><b>High School Enduring Knowledge – Understandings</b></p> <p><i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>the arts are basic forms of human communication.</li> <li>music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.</li> <li>the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</li> <li>the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</li> </ul>				
Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p><b>High School Skills and Concepts – Arts</b></p> <p><i>Students will</i></p> <p><b>AH-HS-IAA-S-1</b></p> <ul style="list-style-type: none"> <li>explain common terms and concepts used in various arts (e.g., tempo in dance and music)</li> </ul> <p><b>AH-HS-IAA-S-2</b></p> <ul style="list-style-type: none"> <li>analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are</li> </ul>	<p><b>AH-HS-5.5.1</b></p> <p><i>Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).</i></p>		<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council</a> <a href="#">ARTY</a> <a href="#">Arts Toolkit</a>	
	<p><b>AH-HS-5.5.2</b></p> <p><i>Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g.</i></p>		<a href="#">Theatre Links</a> <a href="#">Kentucky Arts Council</a> <a href="#">ARTY</a> <a href="#">Arts Toolkit</a>	

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<div>similar or different to ideas and emotions expressed another art form (e.g. dance)</div> <div><div></div><div><b>AH-HS-IAA-S-3</b><div><div>interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</div></div></div></div> <div><div></div><div><b>AH-HS-IAA-S-4</b><div><div>explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</div></div></div></div> <div><div></div><div><b>AH-HS-IAA-S-5</b><div><div>communicate common meaning through creating and performing in the arts</div></div></div></div>	<div>dance).</div>			
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**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.

**High School Enduring Knowledge – Understandings**

Students will understand that

- the elements of music, dance and drama are intentionally applied in creating and performing.
- the elements and principles of design of visual art are intentionally applied in creating works of art.
- responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.
- existing and emerging technologies can inspire new applications of structural components.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p>High School Skills and Concepts – Visual Arts</p> <p>Students will</p> <p><b>AH-HS-SA-S-VA1</b></p> <p>Use appropriate terminology to analyze and evaluate the use of elements of art (line, shape, form, texture, color) and principles of design (e.g., emphasis, pattern, balance, contrast) in a variety of visual artworks</p> <p><b>AH-HS-SA-S-VA2</b></p> <p>expressively use the elements of art, principles of design and a variety of processes in creating artworks</p>	<p><b>AH-HS-1.4.1 DOK 3</b></p> <p><b>Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.</b></p> <p><b>(Incorporates knowledge about elements and principles of design from primary through 8<sup>th</sup> grade.)</b></p> <p><b>Elements of art:</b></p> <ul style="list-style-type: none"> <li>▪ <b>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</b></li> </ul>	<p>Released Open-Response - Technology and the Arts</p> <p>Released Open-Response Communication</p> <p>Released Open-Response - Pablo Picasso</p> <p>Released Item 2007 KCCT MC question # 2 DOK 2</p> <p><a href="#">Line OR</a></p> <p><a href="#">Elements of Art OR</a></p> <p><a href="#">Shading OR</a></p>	<p><a href="#">Kentucky Arts Council</a></p> <p><a href="#">Visual Arts Directory</a></p> <p><a href="#">ARTY</a></p> <p><a href="#">KET Arts Toolkit</a></p> <p><a href="#">Kentucky Virtual Art Museum</a></p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Texture</p> <p>Space</p> <p>Perspective</p> <p>Aerial</p> <p>Atmospheric</p> <p>Two-point linear</p> <p>Value</p> <p>Tints</p> <p>Shades</p> <p>Primary color</p> <p>Secondary color</p> <p>Intermediate hues</p> <p>Intensity</p> <p>Triadic</p>

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<p><b>AH-HS-SA-S-VA3</b> apply organizational structures and evaluate what makes them effective or not effective in communicating ideas</p> <p><b>AH-HS-SA-S-VA4</b> 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><b>dullness, color schemes/groups - triadic, complementary, analogous)</b></p> <p><b>Principles of Design:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity</b></li> </ul>	<p><a href="#">Still Life OR</a></p> <p><a href="#">Sculpting Methods OR</a></p> <p><a href="#">Picasso's Principles of Design OR</a></p> <p><a href="#">MC Question</a></p>		<p>Complementary color scheme Analogous color scheme Repetition Pattern Rhythm Movement Contrast Proportion Symmetrical Asymmetrical Radial Focal point Variety unity</p>
<p><b>AH-HS-SA-S-VA5</b> 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><b>AH-HS-1.4.2 DOK3</b> <b>Students will analyze or evaluate the use of media and art processes in creating artworks.</b> <b><u>Media (plural)/Medium (singular)</u></b> <b>(Properties of media need to be known in order to respond to artworks)</b> <b><u>Two-dimensional:</u></b> paint (watercolor, tempera, oil, and acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, and computer generated design/art <b><u>Three-dimensional:</u></b> clay, wood, glass, metal, stone, and plaster</p> <p><b>Art processes:</b> <b><u>Two-dimensional:</u></b> drawing, painting, fiber art (e.g. fabric printing, stamping, batik, tie dye), photography <b><u>Three-dimensional:</u></b> textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture,</p>	<p><a href="#">Art Media OR</a></p> <p><a href="#">Picasso's Principles of Design OR</a></p>	<p><a href="#">Kentucky Arts Council Visual Arts Directory ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a></p>	<p>Media (medium) Batik Landscape Portrait Still life Abstract Non-objective</p>



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	<b>architecture</b> <b><u>Subject matter:</u></b> representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)			
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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.

High School Enduring Knowledge – Understandings

Students will understand that

- the arts are powerful tools for understanding human experiences both past and present.
- the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.
- the arts play a major role in the creation and defining of cultures and building civilizations.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<p>High School Skills and Concepts – Visual Arts</p> <p>Students will</p> <p><b>AH-HS-HA-S-VA1</b> 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-SA-S-VA2</b> 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-2.4.1 DOK 3</b> <i>Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art.</i></p> <p><i>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)</i></p> <p><i>Unique visual arts in Asian Cultures</i></p>	<p><a href="#">Art as Propaganda OR</a></p>	<p><a href="#">Kentucky Arts Council Visual Arts Directory ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a></p>	<p>Arabesques Minaret tower Pagoda Stupa</p>

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<p><b>AH-HS-SA-S-VA3</b> 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-SA-S-VA4</b> examine visual artworks from various time periods and explain the influence of time and place are reflected in them</p> <p><b>AH-HS-SA-S-VA5</b> 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><i>(Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy)</i></p> <p><b>Historical Periods and Styles:</b></p> <p><b><u>Renaissance</u></b> (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.}))</p> <p><b><u>Baroque</u></b> (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, painted harsh realities, used chiaroscuro)</p> <p><b><u>Neo-Classicism</u></b> (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)</p> <p><b><u>Romanticism</u></b> (John Constable – British landscapes, Francisco Goya – Spanish Court painter</p>			<p>Calligraphy Renaissance Arch Vault Dome Stress Counter stress Atrium Baroque Chiaroscuro</p> <p>Neoclassicism</p> <p>Romanticism Landscapes</p>
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	<p>examined violence, greed, and foolishness of society)</p> <p><u>Realism</u> - (Gustave Courbet – attention on the common man, Edouard Monet – focused on industrial age city and people, bridged the gap between realism and impressionism)</p> <p><u>Impressionism/Post-Impressionism</u> (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><u>Modern and Contemporary European</u> (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism)</p> <p><u>Modern &amp; Contemporary American</u> (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</p>			<p>Realism</p> <p>Impressionism Post-Impressionism</p> <p>Modern and Contemporary European</p> <p>Modern and Contemporary American Pop art</p>
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	<b>African American experience)</b>			
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<p>Big Idea: Purposes for Creating the Arts</p> <p>The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations</p>
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and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

High School Enduring Knowledge – Understandings

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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
High School Skills and Concepts – Visual Arts Students will <b>AH-HS-PCA-S-VA1</b> compare, interpret and explain purposes for which visual art is created (ceremonial, artistic expression, narrative, functional, persuasive)  <b>AH-HS-PCA-S-VA2</b> create new, choose and experience artworks created to fulfill a variety of specific purposes	<b>AH-HS-3.4.1 DOK 2</b> <b>Students will explain how art fulfills a variety of purposes.</b> <b>Purposes of Visual Arts: (different roles of art)</b> <b><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies</b> <b><u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)</b> <b><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)</b> <b><u>Functional</u> - artistic objects used in</b>	<a href="#">Purpose for Visual Art OR</a>	<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	Ceremonial art Artistic expression artwork Narrative art Functional art Persuasive art

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	<b>everyday life, (e.g., pottery, quilts, baskets, etc.)</b> <b><u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g. advertising, marketing, propaganda, ideology, etc.)</b>			
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Big Idea: Processes in the Arts  
There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on

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others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

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.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 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.

High School Enduring Knowledge – Understandings

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.
- full understanding and appreciation of the arts requires some degree of involvement in all three processes.
- 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.
- existing and emerging technologies can extend the reach of the art form to new audiences.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
High School Skills and Concepts – Visual Arts Students will <b>AH-HS-PA-S-VA1</b> 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  <b>AH-HS-SA-S-VA2</b> use knowledge of the elements and principles of art and art terminology to: <ul style="list-style-type: none"> <li>• create expressive artworks</li> <li>• describe and critique their own work creations and the</li> </ul>	<b>AH-HS-4.4.1</b> Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.		<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	
	<b>AH-HS-4.4.2</b> Students will use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values.		<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	
	<b>AH-HS-4.4.3</b> Students will identify skills and training necessary for a variety of careers in visual arts.		<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	



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<p>creations of others (e.g., how the communication of ideas relates to media, techniques, or processes used)</p> <p><b>AH-HS-PA-S-VA3</b> Identify and apply criteria for evaluating visual arts (e.g., skill of artist, originality, emotional impact, variety, interest, technical quality)</p> <p><b>AH-HS-PA-S-VA4</b> demonstrate behavior appropriate for observing the particular context and style of the artwork being viewed; discuss opinions with peers in a supportive and constructive way</p> <p><b>AH-HS-PA-S-VA5</b> describe personal responses to artwork; explain why there might be different responses to specific works of art (e.g., personal experience, interest, medium used, effectiveness of message)</p> <p><b>AH-HS-PA-S-VA6</b> explore skills and training necessary for a variety of careers in visual arts</p>				
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Big Idea: Interrelationships Among the Arts

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

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.
- 2.22
- Students create works of art and make presentations to convey a point of view.
- 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.

High School Enduring Knowledge – Understandings

Students will understand that

- 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.

Connections to Program of Studies	Core Content	Assessment	Suggested Activities/Resources	Vocabulary
<b>High School Skills and Concepts – Arts</b> <i>Students will</i> <b>AH-HS-IAA-S-1</b> explain common terms and concepts used in various arts (e <ul style="list-style-type: none"><li>.g., tempo in dance and music)</li><li></li></ul> <b>AH-HS-IAA-S-2</b> <ul style="list-style-type: none"><li>analyze and explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance)</li></ul>	<b>AH-HS-5.5.1</b> <i>Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).</i>		<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	
	<b>AH-HS-5.5.2</b> <i>Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance).</i>		<a href="#">Kentucky Arts Council</a> <a href="#">Visual Arts Directory</a> <a href="#">ARTY</a> <a href="#">KET Arts Toolkit</a> <a href="#">Kentucky Virtual Art Museum</a>	

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<ul style="list-style-type: none"><li>•</li></ul> <p><b>AH-HS-IAA-S-3</b></p> <ul style="list-style-type: none"><li>• interpret and explain communication of common universal themes or ideas across different art forms; compare and explain connections between and among different art forms from the same culture, the same stylistic period or the same time period</li></ul> <ul style="list-style-type: none"><li>•</li></ul> <p><b>AH-HS-IAA-S-4</b></p> <ul style="list-style-type: none"><li>• explain commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing)</li></ul> <ul style="list-style-type: none"><li>•</li></ul> <p><b>AH-HS-IAA-S-5</b></p> <p>communicate common meaning through creating and performing in the arts</p>				
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