

Art Links Integrated Curriculum Unit

Curriculum Title:	Appalachian Culture Through Songs, Music, Stories, and Dance
Arts Organization:	Russ Childers
School:	Prince of Peace - Covington
Grade:	8 th , 7 th , 4 th 5 th and 6 th
Academic and Classroom Goals: Include CPS standards, KY benchmarks	<p>Social Studies <u>Know</u> that the Appalachian region has one or more physical characteristics (landforms, climate, water and other natural resources, plants, animals) and human characteristics (language, religion, housing, work) in common. <u>Understand</u> how social institutions or groups (family, school, teams, and clubs) meet various human needs. <u>Define</u> the elements of the Appalachian culture (language, music, art, dress, food, stories, folk tales). <u>Identify</u> one advantage and disadvantage of living by a river, desert, or the mountains. <u>Explain</u> what it means to be self-sufficient. (As consumers, people must learn to determine their personal needs and manage their resources. Many Appalachian people were self-sufficient.) <u>Evaluate</u> how languages, literature, arts, beliefs and behaviors of diverse groups have influenced cultures in the U.S.</p> <p>Language Arts: <u>Read</u> from the literary sub-domain. <u>Focus</u> on personal narrative / memoir <u>Write</u> to demonstrate learning <u>Write</u> for authentic audiences</p> <p>Learning: 1 – It takes advantage of the moment. 2 - It is a part of an integrated curriculum. 3 – It builds on what they know or have experienced. 4 – It stimulates the senses.</p>
Arts Content Goals:	<p>Visual Arts: Students create artworks using a variety of media and processes, incorporating full use of the elements of art and principles of design. Explore and create artwork pertaining to the Appalachian culture. Purpose: functional (a doll, a story)</p> <p>Music: Identify the use of rhythm, melody, and dynamics as elements of music in performing music. Compare and contrast various genres of music (popular, rock, rap, country, folk) Analyze and describe the role of music in the Appalachian culture (lullabies,</p>

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	<p>bluegrass, country and game songs) Identify and compare stringed instruments.</p> <p>Dance: Purpose of folk and square dancing; recreational Identify and perform locomotor and non-locomotor movements. Introduce the elements of space (direction, level, pathways, shape) time (beat, tempo), and force (heavy, light, smooth, strong) as we learn square dances. Students create sequence of movements combining several patterns using the elements of space, time and force.</p> <p>Drama Identify and discuss elements of performances as it relates to storytelling (vocal expression, speaking style, listening,) Identify and describe basic scenery, props, and costumes that would be appropriate for the plot and characters in a short script or story. Students use simple, creative dramatics (storytelling) to explore human traits and emotions. Explore and experience the role of drama in Appalachian and American Folk cultures.</p>
Overview:	From a traditional Appalachian artist students will learn about the Appalachian culture through a variety of instruments and songs, storytelling, functional art, and dance.
BIG IDEA as an Inquiry Question	What is Appalachia in terms of its music, dance and culture? Identify with the community culture.
Brief Step by Step Art Integrated Activities including date/goals:	<p>Oct. 22 – Banjo Demonstration – Demonstrate a Banjo timeline by showing and playing several banjos from the earliest gourd type banjos to the most modern bluegrass banjo. Connect the banjo to Africa and the early settlers. Compare and contrast a variety of banjos.</p> <p>Oct. 24 – Guitar Demonstration – Demonstrate the Guitar timeline by showing and playing several guitars from the most basic acoustic Spanish guitar, to an all steel resonophonic guitar (an American invention), to an electric “rock” guitar. Compare and contrast a variety of guitars through lively discussions.</p> <p>Oct. 26 - Fiddle Demonstration – Demonstrate pitch and intensity of sound and discuss how sound is created. Explain the recreational use of the fiddle in social settings, for square dance events, and for self-expression. Begin dancing instruction.</p> <p>Nov. 9 - Dulcimer Demonstration – Demonstrate the dulcimer discussing its history. Teach old songs from the Appalachian highlands, analyzing the lyrics. Continue dancing instructions.</p> <p>Nov. 16 – Appalachian toys - Demonstrate to students how the Appalachian culture made do with materials available to them. This concept will be shown to the students with a variety of homemade instruments i.e. washtub bass, jug, spoons, washboard. – Tell the students “a whopper” and then test their listening and recall by having them repeat the story. They will focus on the</p>

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	<p>beginning, middle, and end. Creativity will be encouraged.</p> <p>Dec. 17 – Make Cornhusk Dolls – Appreciate how pioneer children had to make do with available materials to create their own toys since money was not always plentiful. Discuss the need to be self-sufficient (due to their location in the mountains, etc.)</p> <p>April 21, 23, 25 and 28 – Square dancing – Through cooperation in small groups, students will learn the Virginia Reel, traditional 4-couple squares, and singing calls. They will see the importance of following directions, rhythm, and repeated movements. The final event will be a performance at the Cincinnati Appalachian Festival.</p>
<p>Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher</p>	<p>ABCB poetry, Mountain Rhymes. Poetry will reflect knowledge of the Appalachian culture.</p> <p>Students will read from a collection of Appalachian stories and literature. Recommended readings are: <u>Appalachia: the Voices of Sleeping Birds, Relatives Came, and When I Grew Up</u> by Cynthia Rylant.</p> <p>A performance assessment will be designed to be a part of the culminating event for parents.</p> <p>Open response assessments will be a part of the social studies classes.</p>
<p>Field Research from Sources Outside the School:</p>	<p>Listen to local Bluegrass radio show for further cultural learning.</p>
<p>Assessment used for this Unit:</p>	<p>Observations of engagement Questioning On-going reflection with cooperating teachers Performance event Student self-assessment instrument Weekly reflections of what learned / enjoyed in learning logs / journals plus opportunities to share aloud with the group.</p>
<p>Reflections from Teaching Artist, Teachers, Students and Parents:</p>	<p>End of year student/parent square dance and teacher evaluation session.</p>
<p>Authors (Teaching Artist and Teacher)</p>	<p>Russ Childers (Art Links artist) Sister Suzanne - Principal Theresa Nixon (Coordinating teacher) Carole Simon (Classroom teacher) Mary Butler (Classroom teacher) Mrs. Angela Fehr (Classroom teacher)</p>
<p>Date:</p>	<p>September 26, 2007</p>