

## Art Links Integrated Curriculum Unit

<b>Curriculum Title:</b>	Multicultural Fair Through Songs, Music, Stories, and Dance
<b>Arts Organization:</b>	Russ Childers – Traditional Artist
<b>School:</b>	Grants Lick Elementary School
<b>Grade:</b>	K, 1, 2
<b>Academic and Classroom Goals: Include CPS standards, KY benchmarks</b>	<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>
<b>Arts Content Goals:</b>	<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, bluegrass, country and game songs)            Identify and compare stringed instruments.</p> <p>Dance:</p>

## Art Links Integrated Curriculum Unit

	<p>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>
<p><b>Overview:</b></p>	<p>Students will learn about cultures (music and dance) from Africa, Great Britain and Native American.</p>
<p><b>BIG IDEA as an Inquiry Question</b></p>	<p>What is world culture in terms of its music, dance and culture? Identify with the specific community culture through music and dance.</p>
<p><b>Brief Step by Step Art Integrated Activities including date/goals:</b></p>	<p>February 19– 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>February 21- 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>February 22– Guitar Demonstration – Demonstrate the Guitar timeline by showing and playing several guitars from the most basic acoustic Spanish guitar, to an all steel resophonic guitar (an American invention), to an electric “rock” guitar. Compare and contrast a variety of guitars through lively discussions.</p> <p>February 25- Dulcimer Demonstration – Demonstrate the dulcimer discussing its history. Teach old songs from the Appalachian highlands, analyzing the lyrics. Continue dancing instructions.</p> <p>February 27 and 29 – Square dancing – Through cooperation in small groups, students will learn the Virginia Reel, traditional 4-couple squares, and singing</p>

## Art Links Integrated Curriculum Unit

	<p>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>March 24 and 25 Review all dances in preparation for the culminating event.</p> <p>March 26 Performance 10:00 show</p>
<p><b>Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher</b></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</u>, <u>Relatives Came</u>, and <u>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><b>Field Research from Sources Outside the School:</b></p>	<p>Listen to local radio and TV shows for further cultural learning.</p>
<p><b>Assessment used for this Unit:</b></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          Opportunities to share aloud with the group.</p>
<p><b>Reflections from Teaching Artist, Teachers, Students and Parents:</b></p>	<p>End of year dance performance and teacher evaluation session.</p>
<p><b>Authors (Teaching Artist and Teacher)</b></p>	<p>Russ Childers (Art Links artist)          Peggy Harold (Lead teacher)          Brenda Herrick          Jill Sowards          Michele Augsback          Matthew Fultz          Michael Shires</p>
<p><b>Date:</b></p>	<p>November 7, 2007</p>