

Curriculum Title:

Appalachian Culture Through Songs, Music, Stories, and Dance.

Arts Organization:

Russ Childers

School:

Academy of World Languages

Grade:

2nd 3rd

Academic and Classroom Goals:

Social Studies

Know 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.

Understand how social institutions or groups (family, school, teams, and clubs) meet various human needs.

Define the elements of the Appalachian culture (language, music, art, dress, food, stories, folk tales).

Identify one advantage and disadvantage of living by a river, desert, or the mountains.

Explain 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.)

Evaluate how languages, literature, arts, beliefs and behaviors of diverse groups have influenced cultures in the U.S.

Language Arts:

Read from the literary sub-domain.

Focus on personal narrative / memoir

Write to demonstrate learning

Write for authentic audiences

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.

Arts Content Goals:

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)

#### 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.

#### Dance:

Purpose of folk and square dancing; recreational

Identify and perform locomotor and nonlocomotor 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.

#### 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.

#### 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.

#### Research Question:

What is Appalachian in terms of it's music, dance, and culture?

#### Brief Step by Step Art Integrated Activities including date/goals:

October 8 – Assembly of all classes involved in the Art Links Program to give an “overview” of my Appalachian Culture Program. Explain and discuss the relative location of Appalachia and what is meant by Appalachian culture.

November 4 – 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.

November 16 – 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.

November 24 – 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.

December 3 – Dulcimer Demonstration – Demonstrate the dulcimer discussing its history. Teach old songs from the Appalachian highlands, analyzing the lyrics.

December 15 – 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.)

2005 Schedule to be determined (TBD)

TBD – Tell the students “a whopper” and then test their listening and recall by having them repeat the story. They will focus on the beginning, middle, and end. Creativity will be encouraged.

TBD – Continue working with the students on storytelling.

TBD – 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.

TBD 2 – 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.

Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher

ABCB poetry - Poetry will reflect knowledge of the Appalachian culture.

All 2nd and 3rd graders will listen to 3 books being read: Appalachia: the Voices of Sleeping Birds, Relatives Came, and When I Grew Up by Cynthia Rylant as a part of their social studies classes.

Students will read from a collection of Appalachian stories and literature.

A performance assessment will be designed to be a part of the culminating event for parents.

Open response assessments will be a part of the social studies classes.

Field Research from Sources Outside the School:

Listen to local Bluegrass radio programs.

Assessment used for this Unit:

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.

Reflections from Teaching Artist, Teachers, Students and Parents:

End of year evaluation.

Authors (Teaching Artist and Teacher)

Russ Childers, Suzette Doll and the Art Links program teachers

Date:

September 29, 2004

Art Links Integrated Curriculum Unit

Curriculum Unit Form 8-27-04