

Grade 8 Music	Unit 1: Elements of Music		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. Describe or define the elements of music. 2. How do musicians use the elements to create & perform? 3. What are various ways music is organized? 4. How do we use the elements of music to create & perform? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-M-1 Demonstrate an understanding of elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) through singing, instrument playing, moving, listening, reading, writing, and creating. <input type="checkbox"/> AH-8-M-2 Analyze, interpret, and evaluate musical elements. <input type="checkbox"/> AH-8-M-3 Read and perform, vocally and instrumentally, increasingly complex melodic and rhythmic patterns in both treble and bass clefs. <input type="checkbox"/> AH-8-M-4 Perform and/or compose music that demonstrates ideas and emotions through performance techniques, practices, and music concepts. <input type="checkbox"/> AH-8-M-5 Create and notate a complex composition incorporating the elements of music <input type="checkbox"/> AH-8-M-6 Analyze, interpret, and evaluate own and others' compositions and performances using musical terms and elements to describe technical and expressive qualities. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music. DOK 3 <p>Elements of Music:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rhythm – syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and 	<p>Previous Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syncopation <input type="checkbox"/> 16th Notes/Rest <input type="checkbox"/> Dotted Half Note/Rest <input type="checkbox"/> Dotted Quarter Note/Rest <input type="checkbox"/> Allegro <input type="checkbox"/> Moderato <input type="checkbox"/> Largo <input type="checkbox"/> Melodic Phrase <input type="checkbox"/> Pitch <input type="checkbox"/> Bass Clef <input type="checkbox"/> Bass Clef Pitch notes <input type="checkbox"/> Sharp <input type="checkbox"/> Flat <input type="checkbox"/> Key Signature <input type="checkbox"/> Keys of: C, F, G <input type="checkbox"/> Harmonic Intervals <input type="checkbox"/> Melodic Intervals <input type="checkbox"/> Triads (chords) <input type="checkbox"/> Whole Steps <input type="checkbox"/> Half Steps <input type="checkbox"/> Crescendo (<) <input type="checkbox"/> Decrescendo (>) <input type="checkbox"/> Fortissimo (<i>ff</i>) <input type="checkbox"/> Pianissimo (<i>pp</i>) <input type="checkbox"/> Mezzo Piano (<i>mp</i>) <input type="checkbox"/> Mezzo Forte (<i>mf</i>) <input type="checkbox"/> Rondo <input type="checkbox"/> Theme & Variations <input type="checkbox"/> Acoustic instruments <input type="checkbox"/> Synthesized sounds <input type="checkbox"/> Electronic instruments <input type="checkbox"/> Soprano <input type="checkbox"/> Alto <input type="checkbox"/> Tenor 	<ul style="list-style-type: none"> <input type="checkbox"/> Review and reproduce music notation and symbols, meter and dynamic markings in various forms. <input type="checkbox"/> Review aurally and visually melodic and harmonic material. <input type="checkbox"/> Review aurally and visually vocal, instrumental, and electronic timbres. <input type="checkbox"/> Review various structural music forms visually and aurally. <input type="checkbox"/> Review music from a variety of cultures and styles.

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	<p>dotted quarter note)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tempo – Allegro, Moderato, Largo, Presto <input type="checkbox"/> Melody – melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign <input type="checkbox"/> Harmony – triads (chords) <input type="checkbox"/> Form – AB, ABA, call and response <input type="checkbox"/> Timbre (tone color) – distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass) <input type="checkbox"/> Dynamics – crescendo, decrescendo, dynamic markings/symbols – <i>pp, p, mp, mf, f, ff, <, ></i> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.1.2 Students will identify instruments according to classifications. <ul style="list-style-type: none"> <input type="checkbox"/> Family – brass, woodwind, string, percussion <input type="checkbox"/> Voices – soprano, alto, tenor, bass <input type="checkbox"/> Folk – instruments used in folk music <input type="checkbox"/> Orchestral – instruments used in contemporary orchestral setting. <input type="checkbox"/> AH-08-4.1.1 Students will create and notate in similar style answers to musical phrases. <input type="checkbox"/> AH-08-4.1.2 Students will improvise variations on given melodies. <input type="checkbox"/> AH-08-4.1.3 Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance. <input type="checkbox"/> AH-08-4.1.4 Students will use a variety of musical sound sources to create and perform music. 	<ul style="list-style-type: none"> <input type="checkbox"/> Bass <input type="checkbox"/> Keyboards <input type="checkbox"/> Folk Instruments <input type="checkbox"/> Orchestral Instruments 	

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	<input type="checkbox"/> AH-08-4.1.5 Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)		

Grade 8 Music	Unit 2: Cultural and Historical Context		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does music reflect cultures, periods & styles?</p> <p>2. How does music influence society?</p> <p>3. How do we use music to express our ideas & feelings?</p>	<p><u>Program of Studies</u></p> <input type="checkbox"/> AH-8-M-7 Develop an increased understanding of the diversity of cultures, periods, and styles. <input type="checkbox"/> AH-8-M-8 Analyze, interpret and evaluate how factors such as time, place, and ideas are reflected in music. <input type="checkbox"/> AH-8-M-9 Analyze, interpret and evaluate music compositions and/or performances from diverse cultures, periods, and styles. <p><u>Core Content</u></p> <input type="checkbox"/> AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods affect music. DOK 3 <p>Cultures/Periods:</p> <input type="checkbox"/> Early American thorough Civil War – European influence on American music (e.g., Baroque [Bach, Handel] Classical [Mozart, Beethoven]) their influence on Early American music) (e.g., European folk /Early American folk, common musical instrument, etc.)	<input type="checkbox"/> Jazz <input type="checkbox"/> Spirituals <input type="checkbox"/> Gospel <input type="checkbox"/> Renaissance <input type="checkbox"/> Baroque <input type="checkbox"/> Classical <input type="checkbox"/> Romantic <input type="checkbox"/> European Cultures	<input type="checkbox"/> Analyze Bach's Fugue No. 16 in G minor. DOK 3 <input type="checkbox"/> Determine how Vivaldi structured his work "Spring" from the <u>Four Seasons</u> . DOK 3 <input type="checkbox"/> Identify the classical order in a symphony. DOK 2 <input type="checkbox"/> Identify the repetitions of the themes in a rondo. DOK 2 <input type="checkbox"/> Identify motives in a Beethoven work. <input type="checkbox"/> Identify make-up of Jelly Roll Morton's Band. DOK 2 <input type="checkbox"/> Discuss roots of Jazz (Spiritual, work songs, Gospel). DOK 1 <input type="checkbox"/> Identify Jazz forms with improvisation performance. DOK 1 <input type="checkbox"/> Identify the bridge in a 32 bar blues song. DOK 3 <input type="checkbox"/> Analyze characteristics of Jazz in Rock music. DOK 3 <input type="checkbox"/> Compare 3 versions of a Romantic work. DOK 3 <input type="checkbox"/> Discuss Richard Wagner's use of orchestra to express ideas. DOK 3

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	<ul style="list-style-type: none"> <input type="checkbox"/> African influence in American music resulting from the importation of slaves from West Africa <input type="checkbox"/> African American work songs, gospel and spirituals, the use of elements of music to create new styles (e.g., call and response, polyrhythms, improvisation), the development of new American instruments such as the banjo <input type="checkbox"/> AH-08-3.1.1 Students will compare or explain how music fulfills a variety of purposes. DOK 2 Purposes of music: (different roles of music) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship) <input type="checkbox"/> <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) <input type="checkbox"/> <u>Artistic Expression</u> – 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) 		

Grade 8 Dance	Unit 3: Elements and Cultures of Dance		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How do we use the elements of dance to create and perform? 2. How do we use elements of dance to express our ideas & feelings through our movements? 3. How do we organize our movements to create dances? 4. Why do people dance? 5. How do people from different cultures express themselves through dance? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-8-DA-1 Recognize how movement elements are used to create overall aesthetic effects in dance.</i> <input type="checkbox"/> <i>AH-8-DA-2 Analyze, interpret, and evaluate elements of dance performances seen in various media.</i> <input type="checkbox"/> <i>AH-8-DA-3 Use appropriate terminology to analyze, interpret, and evaluate how various combinations of dance elements help express ideas, thoughts, and feelings.</i> <input type="checkbox"/> <i>AH-8-DA-4 Analyze, interpret, and evaluate the role of compositional forms in dance.</i> <input type="checkbox"/> <i>AH-8-DA-5 Use principles of contrast and transition to create and perform group dances in a variety of compositional forms.</i> <input type="checkbox"/> <i>AH-8-DA-6 Analyze, interpret, and evaluate skills of body alignment, balance, isolation of body parts, elevation, and landing.</i> <input type="checkbox"/> <i>AH-8-DA-7 Use appropriate concepts and terminology to analyze own and others' work.</i> <input type="checkbox"/> <i>AH-8-DA-8 Analyze how dance movements differ from other movements.</i> <input type="checkbox"/> <i>AH-8-DA-9 Analyze and interpret roles and purposes of dance from different cultures, styles, and time periods.</i> <input type="checkbox"/> <i>AH-8-DA-10 Analyze how dance reflects culture, purpose, style, and time periods.</i> <input type="checkbox"/> <i>AH-8-DA-11 Analyze, interpret and evaluate movements and styles characteristic of various cultures and time periods.</i> <input type="checkbox"/> <i>AH-8-DA-12 Analyze and interpret how culture, purpose, style, and history influence how dance artists express ideas, thoughts, and feelings.</i> <input type="checkbox"/> <i>AH-8-DA-13 Recognize the contribution of</i> 		<ul style="list-style-type: none"> <input type="checkbox"/> Review elements of Dance. DOK 1 <input type="checkbox"/> Watch “How to Square Dance” Video. <u>Perform</u> 2 square dance routines (“Hot Time in the Old Town Tonight” and “Texas Star”. (Performance Rubric) review various steps similar in all square dance routines and discuss movements, describing isolation of body part, landing, elevations, etc. DOK 2 <input type="checkbox"/> <u>Written Diagram</u> and name/list all steps in the two square dance routines performed. DOK 2 <input type="checkbox"/> <u>Create & Perform</u>- With 7 other students create an original square dance. Must be 32-beats with music, include two basic square dance movements and at least two original ideas. The dance must be repeatable. (Performance Rubric) DOK 3 <input type="checkbox"/> <u>Written Reflection</u> – Creating dance, working with group of people and overall feelings about creation and performance. DOK 3

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>dance to society as both an activity and an art form.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-DA-14 Communicate ideas, emotions, and dance concepts through products or performances which use the contributions of diverse cultures. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.2.1 Students will compare or evaluate how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 3 <p>Elements of Dance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Space – direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group) <ul style="list-style-type: none"> <input type="checkbox"/> Focus – audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements) <input type="checkbox"/> Size – use of big/small size in a given space, or range of motion <input type="checkbox"/> Time (Tempo) – accent, rhythmic pattern, duration <input type="checkbox"/> Force – heavy/light, sharp/smooth, tension/relaxation, bound/flowing <p>Choreographic Form – AB, ABA, call and response, narrative</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.2.2 Students will compare and contrast dances by: comparing theme (story), 		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap-feet as rhythmic instrument, ballroom – partnering), and the use of the elements of dance.</p> <p><input type="checkbox"/> AH-08-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3</p> <p>Cultures/Period:</p> <p><input type="checkbox"/> Early American through Civil War – Folk/social dances based on European traditions (e.g., traditional folk and social dances, jig, reel, square dance, waltz)</p> <p><input type="checkbox"/> African American dances in the United States through the Civil War (e.g., plantation dances, dances performed by slaves based on African traditions)</p> <p><input type="checkbox"/> AH-08-3.2.1 Students will compare or explain how dance fulfills a variety of purposes. DOK 2</p> <p>Purposes of dance: (different roles of dance)</p> <p><input type="checkbox"/> <u>Ceremonial</u> – dances created or performed for rituals or celebrations (e.g., dances of Native American and West African to celebrate life events such as harvest, ritual dances associated with worship)</p> <p><input type="checkbox"/> <u>Recreational</u> – dancing for entertainment, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</p> <p><input type="checkbox"/> <u>Artistic Expression</u> – dance created with the intent to express or</p>		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-4.2.1 Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative. <input type="checkbox"/> AH-08-4.2.2 Students will compose an improvisational dance with complex movements (beginning, middle, end). 		

Grade 8 Drama	Unit 4: Drama of the Renaissance through Civil War		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-Dr-1 Compare and contrast characters, environments, and actions in theatrical presentations from a variety of media <input type="checkbox"/> AH-8-Dr-2 Develop characterizations based on observation of people <input type="checkbox"/> AH-8-Dr-3 Identify the types of training and skills necessary for jobs associated with theatre <input type="checkbox"/> AH-8-Dr-4 Compare and contrast themes of dramatic works <input type="checkbox"/> AH-8-Dr-5 Suggest staging for a short script or study that considers character movements and interactions and the audience's needs <input type="checkbox"/> AH-8-Dr-6 Improvise, refine, and record short dialogues and monologues to tell stories 	<ul style="list-style-type: none"> <input type="checkbox"/> Renaissance <input type="checkbox"/> Proscenium <input type="checkbox"/> Commedia dell'arte <input type="checkbox"/> Stock characters <input type="checkbox"/> Elizabethan Age <input type="checkbox"/> The Globe <input type="checkbox"/> Pit <input type="checkbox"/> Groundlings <input type="checkbox"/> Mainstage <input type="checkbox"/> The heavens <input type="checkbox"/> Inner-below <input type="checkbox"/> Inner-above <input type="checkbox"/> Galleries <input type="checkbox"/> William Shakespeare <input type="checkbox"/> Comedies 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete drama packets on the following subjects: <input type="checkbox"/> The Renaissance, William Shakespeare, and Shakespeare's Theater. Information on the history of drama during this time, plus the most influential playwright will be addressed through story, questions, and puzzles. <input type="checkbox"/> Complete one of the following projects: <ul style="list-style-type: none"> <input type="checkbox"/> 1. A poster advertising one of Shakespeare's plays <input type="checkbox"/> 2. A drawing of the Globe Theater <input type="checkbox"/> 3. A model of the Globe Theater <input type="checkbox"/> 4. A picture of a costume for a character from one of Shakespeare's plays <input type="checkbox"/> 5. Pretend to have seen a play at the Globe Theater. Write an account of what you saw, using the

Grade 8 Drama	Unit 4:Drama of the Renaissance through Civil War		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-8-Dr-7 Use appropriate terminology to review own and others' works and constructively suggest ways to improve collaborative artistic processes (e.g., planning, responding, evaluating)</i> <input type="checkbox"/> <i>Ah-8-Dr-8 Analyze and interpret how culture, purpose, style and time periods influence dramatic works</i> <input type="checkbox"/> <i>AH-8-Dr-9 Analyze and interpret commonality of character, situation, and motive in various cultures and historical periods</i> <input type="checkbox"/> <i>AH-8-Dr-10 Discuss why certain subjects and ideas are re-examined in different cultures and times</i> <input type="checkbox"/> <i>AH-8-Dr-11 Assess contributions of various cultures and periods to the expression of various dramatic forms</i> <input type="checkbox"/> <i>AH-8-Dr-12 Use contributions of diverse culture, periods, and/or styles to communicate ideas and dramatic concepts through products or performances</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.3.1 Students will compare or evaluate the use of elements of drama in dramatic work. DOK 3 <p>Elements of drama:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Literary Elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Style, Monologue, Dialogue, Empathy 	<ul style="list-style-type: none"> <input type="checkbox"/> Tragedies <input type="checkbox"/> Histories <input type="checkbox"/> Literary Elements <input type="checkbox"/> Technical Elements <input type="checkbox"/> Performance Elements <input type="checkbox"/> New Circus <input type="checkbox"/> The Olympic <input type="checkbox"/> Broadway <input type="checkbox"/> Melodrama 	<p>elements of drama, elements of production, and elements of performance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be introduced to Shakespeare’s play <u>A Midsummer Night’s Dream</u> and learn about staging, costumes, and vocabulary of the time. <input type="checkbox"/> Discuss the types of characters involved in the three distinct plots within the play. Students will each choose one character to try to characterize, using the elements of performance. <input type="checkbox"/> Review the rubric on role-playing. <input type="checkbox"/> Complete a “walk-through” of the play, reading the parts and using the elements of performance to the best of his/her ability. <input type="checkbox"/> Write a reflective piece, using the elements of drama the elements of production, and the elements of performance. How does the theme of the play or characters connect to real life today? <input type="checkbox"/> Watch the movie version of this play and compare/contrast the two, including characters setting, plot, etc. <input type="checkbox"/> Review vocabulary <input type="checkbox"/> Perform skits in front of classmates. <input type="checkbox"/> Write reflective piece using the elements of production and the elements of performance. <input type="checkbox"/> Perform a walk through of <u>The Crucible</u>. <input type="checkbox"/> Write and perform skits with partners.

Grade 8 Drama	Unit 4:Drama of the Renaissance through Civil War		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Technical Elements – Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <input type="checkbox"/> Performance Elements – Acting (e.g., character motivation and analysis, empathy), 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) <input type="checkbox"/> AH-08-1.3.2 Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood. <input type="checkbox"/> AH-08-1.3.3 Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character. <input type="checkbox"/> AH-08-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium). <input type="checkbox"/> AH-08-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre. DOK 3 <p>Cultures/Period:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Early American through Civil War – Starting in early 1700’s entertainers from England performed in the large cities; during the Revolutionary War many colonies banned theatrical 		

Grade 8 Drama	Unit 4:Drama of the Renaissance through Civil War		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>performances to focus on the war; in the early 1800's well known stars toured the country; development and characteristics of melodrama in America; development of a distinct American tone using American stories and American characters (e.g., Uncle Tom's Cabin)</p> <p><input type="checkbox"/> AH-08-3.3.1 Students will compare or explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of Drama/Theatre (different roles of drama)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <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 and recreate information, ideas, and emotions) <input type="checkbox"/> <u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) <input type="checkbox"/> <u>Recreational</u> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <input type="checkbox"/> <u>Artistic Expression</u> – 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><input type="checkbox"/> AH-08-4.3.1 Students will create and perform</p>		

Grade 8 Drama	Unit 4:Drama of the Renaissance through Civil War		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>using element of drama. (Literary, Technical, Production)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-4.3.2 Students will improvise short dialogues and monologues. <input type="checkbox"/> AH-08-4.3.3 Students will engage in dramatic activities that reflect historical times and cultures. 		

Grade 8 Visual Arts	Unit 5: Judging Art		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principals to create art?</p> <p>2. How can we create artwork using various media & processes?</p> <p>3. How does the artwork reflect the culture & styles?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-VA-1 Analyze, interpret, and evaluate how elements of art (line, shape, color, form, texture, space, value) and principles of design (balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity) are used to create works of art. <input type="checkbox"/> AH-8-VA-2 Refine use of elements of art and principles of design when producing two- and three- dimensional artwork. <input type="checkbox"/> AH-8-VA-3 Analyze and/or interpret how various combinations of art elements and principles of design help artists express ideas, thoughts, and feelings. <input type="checkbox"/> AH-8-VA-4 Continue to develop a positive self-concept about one’s own work and recognize value of others’ (peers and artists) works. <input type="checkbox"/> AH-8-VA-5 Continue to use and care for an expanding number of art tools and materials in a safe and proper manner. <input type="checkbox"/> AH-8-VA-6 Analyze and interpret media (e.g., paint, fiber, ink, clay) and/or processes (e.g., 	<ul style="list-style-type: none"> <input type="checkbox"/> Art criticism <input type="checkbox"/> Describing an Art Work 1) The size of the work 2) the subject, object, and details 3) the elements used in the work <input type="checkbox"/> Analyzing an Art Work <input type="checkbox"/> Composition <input type="checkbox"/> Interpreting an Art Work <input type="checkbox"/> Content <input type="checkbox"/> Judging an Art Work <input type="checkbox"/> Aesthetic view 1) subject view 2) composition view 3) content view <input type="checkbox"/> Expressive art <input type="checkbox"/> Art history <input type="checkbox"/> Cubism 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss chapter 3, “Art Criticism, Aesthetics, and Art History,” in <u>Understanding Art</u>. <input type="checkbox"/> Complete chapter 3 Review on page 45, working with a partner. <input type="checkbox"/> Complete a work sheet over chapter 3, using the textbook as reference. <input type="checkbox"/> Choose a work of art by a famous artist in the textbook to critique in the way an art critic would do. (Describing an Art Work, Analyzing an Art Work, Interpreting an Art Work, Judging an Art Work), following the rubric given. <input type="checkbox"/> Paint an expressive scene after studying the art of Edward Hopper. <input type="checkbox"/> Describe, Analyze, Interpret, and Judge the art created when presenting it to the class. <input type="checkbox"/> Compare & evaluate various art media & art processes.

Grade 8 Visual Arts	Unit 5: Judging Art		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>ceramics, painting, sculpture) various artists use to create works of art,</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-VA-7 Select a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences. <input type="checkbox"/> AH-8-VA-8 Use art media, tools, techniques, and processes skillfully. <input type="checkbox"/> AH-8-VA-9 Analyze and interpret how culture, purpose, style, and history influence the way artists express ideas, thoughts, and feelings. <input type="checkbox"/> AH-8-VA-10 Analyze characteristics and purposes of art that represents various cultures, historical periods, and artists. <input type="checkbox"/> AH-8-VA-11 Analyze contributions of various cultures and periods to visual arts. <input type="checkbox"/> AH-8-VA-12 Analyze influences of time, place, and personality on art forms and practices <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design. DOK 3 <p><u>Elements of Art:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), and value (darkness or lightness, tints or shades) <p><u>Principles of Design:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis 		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p> <p><input type="checkbox"/> AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes. DOK 3</p> <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <p><input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel</p> <p><input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages)</p> <p><u>Art Processes:</u></p> <p><input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking</p> <p><input type="checkbox"/> <u>Three-dimensional</u> – ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <p><input type="checkbox"/> AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</p> <p><u>Cultures/Period:</u></p> <p><input type="checkbox"/> Early American through Civil War-</p> <p><input type="checkbox"/> European Neo-classical influences</p>		

Grade 8 Visual Arts	Unit 5: Judging Art		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>(architecture)</p> <p><input type="checkbox"/> Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildfire – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin)</p> <p>The development of photography as a new medium that impacted visual art (e.g., Matthew Brady)</p>		

Grade 8 Visual Arts	Unit 6: RENAISSANCE (European Influence)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements and principals to create art?</p> <p>2. How can we create artwork using various media & processes?</p> <p>3. How does the artwork reflect the culture & styles?</p>	<p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>AH-8-VA-1 Analyze, interpret, and evaluate how elements of art (line, shape, color, form, texture, space, value) and principles of design (balance, emphasis, pattern, repetition, contrast, movement, rhythm, proportion, unity) are used to create works of art.</i></p> <p><input type="checkbox"/> <i>AH-8-VA-2 Refine use of elements of art and principles of design when producing two- and three- dimensional artwork.</i></p> <p><input type="checkbox"/> <i>AH-8-VA-3 Analyze and/or interpret how various combinations of art elements and principles of design help artists express ideas, thoughts, and feelings.</i></p> <p><input type="checkbox"/> <i>AH-8-VA-4 Continue to develop a positive self-concept about one’s own work and recognize value of others’ (peers and artists) works.</i></p> <p><input type="checkbox"/> <i>AH-8-VA-5 Continue to use and care for an</i></p>	<p><input type="checkbox"/> Linear perspective</p> <p><input type="checkbox"/> Madonna</p> <p><input type="checkbox"/> Oil paint</p> <p><input type="checkbox"/> Pieta`</p> <p><input type="checkbox"/> Renaissance</p> <p><input type="checkbox"/> Symbolism</p> <p><input type="checkbox"/> Realism</p> <p><input type="checkbox"/> Ceramics</p> <p><input type="checkbox"/> Coil technique</p> <p><input type="checkbox"/> Pinch technique</p> <p><input type="checkbox"/> Slab technique</p> <p><input type="checkbox"/> Scoring</p> <p><input type="checkbox"/> Wedging</p> <p><input type="checkbox"/> Bisque</p> <p><input type="checkbox"/> Greenware</p> <p><input type="checkbox"/> Kiln</p> <p><input type="checkbox"/> Glaze</p> <p><input type="checkbox"/> Art elements</p>	<p><input type="checkbox"/> Read and discuss information about chapter 11 “Art of the Renaissance” in <u>Understanding Art</u>.</p> <p><input type="checkbox"/> Complete the review on page 175 and work sheet over chapter 11.</p> <p><input type="checkbox"/> Complete an open-response question (Choose between the following):</p> <p><input type="checkbox"/> Describe one of the techniques Renaissance artists used to add realism to their works. Then explain the importance of that technique.</p> <p><input type="checkbox"/> Compare and contrast the paintings of the Italian Renaissance with the paintings of the Northern Renaissance.</p> <p><input type="checkbox"/> Discuss items given in the rubric for the ceramic project.</p> <p><input type="checkbox"/> Review the ceramic techniques for hand building (pinch, coil, and slab) by watching videos, before drawing a picture of the planned project, which is labeled where these techniques are used.</p>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<p><i>expanding number of art tools and materials in a safe and proper manner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-8-VA-6 Analyze and interpret media (e.g., paint, fiber, ink, clay) and/or processes (e.g., ceramics, painting, sculpture) various artists use to create works of art, <input type="checkbox"/> AH-8-VA-7 Select a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences. <input type="checkbox"/> AH-8-VA-8 Use art media, tools, techniques, and processes skillfully. <input type="checkbox"/> AH-8-VA-9 Analyze and interpret how culture, purpose, style, and history influence the way artists express ideas, thoughts, and feelings. <input type="checkbox"/> 8-VA-10 Analyze characteristics and purposes of art that represents various cultures, historical periods, and artists. <input type="checkbox"/> 8-VA-11 Analyze contributions of various cultures and periods to visual arts. <input type="checkbox"/> 8-VA-12 Analyze influences of time, place, and personality on art forms and practices. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-1.4.1 Students will compare or evaluate works of art using elements of art and principles of design. DOK 3 <p><u>Elements of Art:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), and value (darkness or lightness, tints or shades) 	<ul style="list-style-type: none"> <input type="checkbox"/> Principles of design <input type="checkbox"/> Describe <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Judge 	<p>Student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create ceramic project at least 6 inches high, using all 3 ceramic techniques and with realism exhibited in some area. <input type="checkbox"/> After the bisque firing, the student will glaze the project. <input type="checkbox"/> Present his/her project to the class, explaining how the project meets the requirements of the rubric. Also the project is to be described, analyzed, interpreted, and judged, using art elements and principles. <input type="checkbox"/> Create painting of self-portrait.

Grade 8 Visual Arts	Unit 6: RENAISSANCE (European Influence)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Principles of Design:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement <input type="checkbox"/> AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes. DOK 3 <p><u>Media (plural)/Medium (singular):</u> (Properties of media need to be known in order to respond to artworks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel <input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché, found objects (assemblages) <p><u>Art Processes:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), printmaking <input type="checkbox"/> <u>Three-dimensional</u> – ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting) <p><u>Subject matter:</u> representational (e.g., landscape, portrait, still life) nonrepresentational (e.g., abstract, non-objective)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3 <p>Cultures/Period:</p>		

Grade 8 Visual Arts	Unit 6: RENAISSANCE (European Influence)		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Early American through Civil War- <input type="checkbox"/> European Neo-classical influences (architecture) <input type="checkbox"/> Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildfire – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin) <p>The development of photography as a new medium that impacted visual art (e.g., Matthew Brady)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-3.4.1 Students will compare or explain how art fulfills a variety of purposes. DOK 2 <p>Purposes of Art: (different roles of art)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies <input type="checkbox"/> <u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects) <input type="checkbox"/> <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events <input type="checkbox"/> <u>Functional</u> – artistic objects used in everyday life <input type="checkbox"/> <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g., 		

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>advertising, marketing, propaganda, ideology, etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-08-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas. <input type="checkbox"/> AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences. 		