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Culture Shock: Understanding World Cultures through Arts Integration

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CULTURE SHOCK: UNDERSTANDING WORLD CULTURES THROUGH ARTS
INTEGRATION

A Capstone/Experience Thesis Project
Presented in Partial Fulfillment of the Requirements for
the Degree Bachelor of Arts with
Honors College Graduate Distinction at Western Kentucky University

By

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2016

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ABSTRACT

Teachers often have difficulty engaging students in arts and humanities classes. To aid in this struggle, a series of lesson plans applicable for kindergarten through twelfth grade students in music and arts and humanities classes will be presented. These lesson plans will teach students about world cultures, such as West African, Appalachian, and Latin America, through arts integration. In order to reach this goal, there will be a component on student development in order to match the units with students' developmental levels. From there, the lesson plans will be developed to incorporate all of the art forms, with an emphasis in music, reflecting world cultures. The students will understand these topics through a variety of products and performances that they will create. With the development of these lesson plans, students should become more culturally aware. They will have an understanding of people that are not like them, but realize that they are just as alike as they are different because of the cultures' contribution to the arts.

Keywords: Arts Integration, World Cultures, Education, Lesson Plans

To my students, past, present, and future who make teaching music enjoyable and inspire me everyday to become a better educator

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CHAPTER 1

INTRODUCTION

Teachers often have difficulty engaging students in arts and humanities classes. The students who are in these classes are often put there because Humanities classes are often a state requirement for high school students. In younger grades, students are often exposed to all the art forms, but again, because they have to, not because they enjoy a certain subject. Because of this, it is important for teachers to create lesson plans that make students want to learn about the arts. These lesson plans are appropriate for kindergarten through twelfth grade that focus primarily on music, but also visual art, dance, and drama. The lesson plans for the kindergarten through eighth graders will be for the general music classroom and will introduce students to how the art forms are all interconnected. The high school lesson plans will be appropriate for an arts and humanities class and will cover all of the art forms, with a primary focus on music.

Another important aspect of these lesson plans is the focus on various cultures. Some of these cultures include West African, Appalachian, Latin American, and Native American. With these units, students will understand how important it is to learn about other people. They will recognize the importance of diversity, but realize that there are also similarities between themselves and others. In a world where everything is so

interconnected because of technology, students have more opportunities to be exposed to other cultures. It is important to help develop culturally aware generations and accept people's differences with open arms.

Besides the focus on the lesson plans themselves, there will be a discussion of the standards that are used, specifically the new music ones, and student diversity in the classroom. The standards that teachers use are constantly changing. While these standards may also change in the next few years, it is still important to understand the ones that are used currently when planning lessons. These lesson plans will need to develop around the standards that students need to know in order to become applicable in a classroom. The ability to address a variety of students also has a big impact on these lessons. There are always noticeable differences in students' ability and development between grades: the way they are treated, the speed of learning, and other developmental factors. Each of these play a large role in the activities in a class. Without a good understanding of this information, it will be challenging for teachers to adequately choose content to teach to their students. Knowing about all aspects of a students' ability is crucial to teach them valuable material that is challenging but not too difficult.

The purpose of this thesis is to give students a deeper appreciation for the arts. It is important for them to realize how interrelated the arts are between themselves and with subjects outside of the art forms. The arts are becoming marginalized in schools, and it is crucial for everyone to see what impact the arts have on our world. Additionally, developing culturally aware students is important as we develop into an interconnected world. Students need to learn about people other than their own so that they will be

respectful and understanding of people's difference. These lesson plans are developed for both student and teacher enjoyment.

CHAPTER 2

NATIONAL AND KENTUCKY ART STANDARDS

When dealing with education, there are certain words that are highly discussed topics of interests-standards, accountability, and assessment being some of the most prevalent. The visual and performing arts, however, do not have state-mandated testing in Kentucky and this has had some effect on funding for these subjects. Luckily, teachers of the arts are often determined individuals who know that there is a tough battle ahead in order to avoid losing funding or, even worse, the program as a whole. In June 2014, the National Core Arts Standards were re-written so that states could adapt these standards for their arts classes with the hope of keeping all arts in public schools. Even though these standards are national, it is up to the state to implement them; Kentucky has chosen to use these standards. Under the Kentucky Academic Standards on the Kentucky Department of Education website, “the standards are directly related to the *National Core Arts Standards*” (Kentucky Department of Education, 2015). In planning Kentucky’s new art standards, the decision was made to use these new National Core Art Standards for the visual and performing arts classes in the state.

The National Core Art Standards (NCAS) are multi-faceted so teachers know what content they need to teach their students. These standards are comprised of multiple parts that go in depth for all grade levels. The NCAS writes that “the structure of

the new arts standards suggest that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education” (National Coalition for Core Arts Standards, 2014). They are designed to be taught in an organized manner and will get more complex for students as they age. After each arts disciplines splits, the standards are first divided into four artistic processes: Creating, Performing/Producing/Presenting, Responding, and Connecting. Artistic Processes for these standards are defined as “the cognitive and physical actions by which arts learning and making are realized” (National Coalition for Core Arts Standards, 2014). In other words, the artistic processes are the ways that we make art. Creating is the process that makes something new. Performing/Producing/Presenting is the actual doing of the art and is split among three words depending on the art form: performing corresponds with music, dance, and theatre, producing with media arts, and presenting deals with visual arts. Responding is the student’s opinion on the art, both his/her presentation of the art or listening or critiquing another artist’s work. Finally, Connecting is the ability to bring the arts together with each other, within one’s self, and among other people (National Coalition for Core Arts Standards, 2014). These artistic processes serve as the basis for the standards and allow for them to delve deep into students’ understanding.

After the artistic processes, the standards are then divided into Anchor Standards. The NCAS define this as a “[description of] the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts.” These eleven anchor standards are the same in each of the disciplines (National Coalition for the Arts Standards, 2014). Each of the artistic processes contain two or three anchor standards that pertain to that given process. Table 1, on the next page, shows the chart that the National

Core Arts Standards websites shows to define each of the anchor standards. Most of these anchor standards relate to the higher level thinking of Bloom’s taxonomy- analyze, evaluate, and create. These skills are often discussed among educators because they develop critical thinking, one of the 21st century skills students need to know. After the anchor standards, the NCAS developed performance standards, which are specific to each

National Core Arts Standards Artistic Processes and Anchor Standards			
Artistic Processes			
Creating Definition: Conceiving and developing new artistic ideas and work.	Performing/Presenting/ Producing Definitions: Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	Responding Definition: Understanding and evaluating how the arts convey meaning.	Connecting Definition: Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	Students will: 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	Students will: 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work.	Students will: 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Table 1: National Core Arts Standards Artistic Processes and Anchor Standards.
 Source: National Core Arts Standards, *A Conceptual Framework for Arts Learning*

individual art form. “The performance standards translate the anchor standards into measurable goals” which essentially creates the unique content for each discipline (National Coalition for Core Arts Standards). Although they start broad, the National Core Art Standards create specific goals across all of the art forms to create a system that promote exceptional learning.

Throughout the lesson plan portion of this document, there is a code that helps to quickly identify a standard. For example, there may be a standard that says MU:Cn11.1.K. The first set of letters before the colon stands for the art form, in this case, MU stands for music. After the colon, the next two letters will be representative of the artistic process. Cn stands for the process of connecting. The first number stands for the anchor standard. This example uses anchor standard number eleven. The second number, the one in the example above, is the process component, “the actions artists carry out as the complete each artistic process” (National Coalition for Core Arts Standards, 2014). Finally, the last letter or letter indicates the grade or proficiency level. This example uses the letter “K” which shows it is for the kindergarten grade level. The numbers one through eight represent the grades in this section. For high school, however, the last number is a Roman numeral and identify I, II, and III as proficient, accomplished, and advanced, respectively. Since high schools often have mixed grade level classes, this level indicates a skill level, not grade.

Although most of the standards would have been applicable for this project in one way or the other, the primary focus was on Anchor Standard 11 “relate artistic ideas and works with societal, cultural and historical context to deepen understanding” (National Coalition for Core Arts Standards, 2014). This is the anchor standard that deals more

specifically on the role of the arts in learning about cultures. This standard is intended to provide educators with ways to teach culture through the visual and performing arts. Throughout the lessons, it is crucial to teach vocabulary and skills specific to the discipline as they arise. According to this anchor standard, students should begin developing an understanding of the various art forms and how they can connect that to themselves and others, especially those people around the world.

CHAPTER 3

LESSON PLANS

These lesson plans revolve around Anchor Standard 11, “relate artistic ideas and works with societal, cultural and historical context to deepen understanding” (National Coalition for Core Arts Standards, 2014). Each lesson equips teachers with the needed information to teach these lessons in one or two class periods to their students. These lessons were designed with both the standard and students in mind. They follow the anchor standard, and continue to work to teach content literacy skills to students. The goal of the lessons is to teach students to be culturally aware citizens through fun and engaging arts lessons.

These lesson plans, located on the Education Professional Standards Board website, are in the new Kentucky Teacher Internship Program (KTIP) format, which was implemented in the 2015-2016 school year. This template is used by first year teachers as they start their careers in teaching by working with a committee who supervises them throughout the year. Originally this template had seven sections, but for the purposes of this, there are only six. The section that is left off of this thesis is “Watch for.” This section is used for the KTIP observations during the first year of teaching. The form is filled out before the cooperating teacher comes to watch a class and allows the KTIP teacher to write down any troubling areas so that the cooperating teacher can help.

Since there is no observation component to these lessons, the final section was opted to be excluded for the purposes of this thesis.

The first section deals with the basic demographic information of the class. Because these are general plans, those sections are left as blank. When these plans are applied to a classroom, activities may need to be adapted by considering the needs of students who are gifted and talented or others that have a learning or physical limitation. “Learning Target/Objectives” is where the name and the description of the standard. Section numbered two is called “Pre-assessment.” This is the section where you create some sort of pre-assessment for students to see what they already know about a subject. Most will not know the information that is asked, though a few students may know some content and will need supplemental materials to challenge them.

The next section is labelled “Formative assessment” and tests students’ knowledge throughout the unit. For arts based classes, the best way to test their knowledge is through performance assessments. This gives students a hands-on approach to demonstrate their knowledge in these disciplines. Most of the formative assessments that are used allow students to move, create, or perform. As they get older, students will do more writing and presentations to demonstrate proficiency. The resources or supplies that are needed for a particular lesson comes next. These include art supplies, instruments, YouTube videos, links to worksheets, and internet teaching blogs. There are many ways to keep students engaged throughout a lesson because of the variety of activities that are chosen to teach content. Finally, “Lesson Procedures” goes through step-by-step instruction to teach the lessons. This should be modified to fit each particular class since every class is unique.

The lesson plans are split into grade levels. The younger students are grouped together because the students are at similar cognitive levels. For the elementary grades, the lessons are grouped by kindergarten and first grade, second and third grade, and fourth and fifth grade.

The middle grades are organized into individual levels because of the specific content required of them is different per grade. In middle school, the grades are split up individually because each grade studies different content. According to the Kentucky Department of Education, sixth graders study world geography, seventh graders learn ancient cultures through the 1500s, and eighth graders learn American history through the reconstruction period (2015). Sixth graders learn about West African and Latin American cultures as they study world geography, seventh graders learn about the Ancient Greeks and Renaissance culture while they learn about older civilizations, and the eighth graders focus on a variety of American-born styles of art and music, while completing a project on American musical theatre, both of which date back to prerevolutionary times.

All of the high school plans are combined because the classes are often mixed. High school elective classes are often mixed grade levels so content is not divided as it was in earlier grades. These lessons will cover similar content as the lessons for the younger students, but they will delve deeper into the material. The units include Ancient Greece, the Renaissance, Native American, West African, and Appalachian cultures. The projects are much more in-depth and require critical thinking skills and involve hands-on learning. Overall, these lessons correlate with the other subjects they are learning in school so that they receive a well-rounded education allowing them to relate the arts to the other areas of a given culture.

All students have a unit on West Africa, which has had a huge impact on the music of today, and it is also enjoyable for the kids to learn. Second and third graders will learn about Appalachian and Native American cultures. Appalachian culture was chosen because it is an area that is closer to home for Kentuckians. It is important for students to know where they come from. Fourth and fifth graders learn about West African and Appalachian like the younger grades, and include colonial. American music is added because in fifth grade, students begin learning about American history, which includes the colonial period and revolutionary war.

At the end of each grade, there is a list of supplemental activities that a teacher could implement. Although many are not specific to a culture, they can be modified to fit specified learning criteria. They could also be used as fun activities to continue introducing students to other cultures and thinking about others, or so that they can see how the various art forms can work together. Several activities are repeated over the course of all of the grade levels, for instance, the *Fantasia* activity. Those activities can be modified to match different grade and developmental needs. That particular activity spans all grade levels because a student of any cognitive ability can listen to music and express emotion through visual arts.

The goal of these lessons is to enable teachers to show students how important the arts are in other cultures and how people from these cultures are similar to them. Most importantly, these lessons should provide students a developed sense of cultural awareness that prepares them for this ever-changing global society. Like society, the lessons should be ever-changing, as well. Teachers should not become stagnant in their lessons and should always work to improve their lessons for the betterment of their

students. Not all of these lessons will work with every class, but should be used as a guide for a particular class and modified it for the betterment of their students.

Kindergarten and 1st Grade West African Lesson 1:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Kindergarten-1 st	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.K</u> Describe or demonstrate the movements in a dance that was watched or performed. <u>DA:Cn11.1.1</u> Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. <u>MU:Cn11.1.K</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.1.1</u> Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. <u>TH:Cn11.1.K</u> With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. <u>TH:Cn11.1.1</u> Apply skills and knowledge from different art forms and content areas in a guided drama experience. <u>VA:Cn11.1.1</u> Understand that people from different places and times have made art for a variety of reasons.</p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Performance Checklist- Students will perform traditional West African song and game <i>Obwisana</i>. Students will perform call and response rhythms on a drum. Students will act out an African folk tale.</p> <p>Discussion- Students will identify call and response form. Students will identify characteristics of African music.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Ask students characteristics of African drums. Ask students to give an example of a folk tale that they know.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Obwisana Instructions- https://www.youtube.com/watch?v=qCQsvt4AiSI Drum Coloring- http://cultures.coloringcrew.com/africa/african-drum.html Music Link for background music- https://www.youtube.com/watch?v=qEwnHf9Q23k <i>Anansi and the Turtle Story</i>- https://www.youtube.com/watch?v=xkZ_4T2mPqo</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will learn the song *Obwisana*.

Teacher will sing the song in full.

Students will repeat one line at a time until they have done the whole song.

The teacher will have students sing two lines at a time.

Students will repeat the full song after the teacher.

Students will perform the whole song without the teacher.

Students will then learn a game to go with the song.

Students will pass a rock (or bean bag, rhythm stick, etc.) around a circle in a steady beat.

Call and Response with Drums

Tell students they are not to play the drum until you tell them.

Say that African music has lots of rhythms and they like to play those rhythms on the drums.

Explain to students that they are to repeat your drum patterns- a popular way for African people to learn their music.

Play a rhythmic pattern for students and have them repeat it after you. Make it more difficult as you go along.

Drum Coloring Activity

Show the students pictures of African drums.

Explain that their drums will be a similar shape, but use their creativity to color their drums as they want.

Play African music while they are coloring.

Watch *Anansi and the Turtle*

Define fable- story with animals that teaches a lesson.

Watch the story once.

Ask: What type of animal is Anansi? Why did the turtle have to keep leaving dinner?

Why couldn't Anansi stay underwater? What was the lesson?

Have students act out little movements throughout the story.

Eating yams, look at hands like they are dirty, slowly crawl, pretend to dive/swim, take off coat, continue swimming to get back under water

Kindergarten and 1st West African Lesson 2:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Kindergarten-1 st	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.K</u> Describe or demonstrate the movements in a dance that was watched or performed. <u>DA:Cn11.1.1</u> Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. <u>MU:Cn11.1.K</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.1.1</u> Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. <u>TH:Cn11.1.K</u> With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. <u>TH:Cn11.1.1</u> Apply skills and knowledge from different art forms and content areas in a guided drama experience. <u>VA:Cn11.1.1</u> Understand that people from different places and times have made art for a variety of reasons.</p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Show instruments from African cultures to see if students can identify them. Show pictures of masks and see if they can identify purposes of a mask. Ask students if they can define folk tales.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Performance Checklist- Students will perform a traditional Cameroon song. Students will create their own African mask. Students will act out an African folk tale. Discussion- Students will describe the importance of and types of dance in African society.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Sheet music for <i>Good Morning</i> on Beth's Notes Plus. African Masks Coloring Sheets- http://www.artyfactory.com/africanmasks/masks/baule.htm Abiyoyo- https://www.youtube.com/watch?v=cPZtuPyXRfw Ghana- https://www.youtube.com/watch?v=DOYEMJg5nts Kenya Kids- https://www.youtube.com/watch?v=c4NbzRuXspM</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will learn the song *Good Morning* (from Cameroon).

Teacher will sing the song in full.

Students will repeat one line at a time until they have done the whole song.

Students will repeat the full song after the teacher.

Students will perform the whole song without the teacher.

Students will then learn a short movement activity to go with the song.

Have students make two circles (inner and outer).

Students shake hands during song. Inner circle moves to the right to meet a new partner.

Repeat.

Coloring African Masks

Show examples of African masks.

Allow students to choose from a variety of examples of African masks.

Give students an opportunity to color their own.

Play African music while coloring.

Let students talk about their mask and why they chose the colors they did.

Abiyoyo

Teach students *Abiyoyo* folk song.

Use the same teaching by rote method as earlier in the lesson. Have students keep a beat while singing.

Act as different characters throughout the story.

Little boy- play ukulele, Father- pretend to be a magician

Have students draw how they think *Abiyoyo* would look.

Drumming

Watch videos of different African drumming and dancing, if time.

“Ghana Rhythm Fume Fume”- skip to 45 seconds where they are dancing

“Drum and Dance: Kenyan Children Singing and Dancing”- skip to 1 minute

List of activities for Kindergarten and 1st Graders:

Hello Song with Sing-Along video-

Talk about how people say “hello” in different languages. Use examples that the non-English speakers may use at home. Show the video and talk about some of the words that were used.

This would be a great opening song!

La Raspa (Mexican Hat Dance)-

Put students in a circle.

Part 1- Right heel out. Switch heels (left out), switch heels (right out). Freeze on beat 4.

Part 2- Hold hands and walk in three steps. Lift hand and shout “hey.”

D’Hammerschmiedsgsellen (Germany Folk Song)-

Part 1: Alternate lifting arms up and down

Part 2: Walk around in a circle.

Watch *Fantasia* or *Fantasia 2000*.

Explain that the music was creating the story rather than the words.

Play other songs, some in a style that they are used to and others from different cultures, and have them draw a story based on the music.

Russian Stacking Dolls-

Tell students about the tradition of Russian stacking dolls. The various themes that they may use, such as peasant girls, fairytales, holidays, events.

Give students a chance to come up their own theme and color a set of dolls.

Allow a few students to present for the class.

Chinese New Year fans-

Talk about the Chinese New Year.

Have students paint or color their own fans.

Next, show a Chinese dance with fans.

Teach students simple movements with their fans to do with the music.

from *Kids Can Listen, Kids Can Move!* by Lynn Kleiner

“Pizzacato” from *Sylvia, ou la nymphe de Diane* by Léo Delibes

Although this song sounds like the classical music students are used to, the movements in this piece can be used to be representative of life in other cultures.

Part 1: Students will act like they are swatting at the flies and other bugs.

Part 2: Students will act like flying birds.

Part 1 repeats

These movements can be associated with a Latin American or Caribbean country. The teacher could choose a song in a similar structure so that students could do the movements to something more culturally appropriate.

2nd and 3rd Grade Native American Lesson:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Second-Third	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Native American Culture				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.2</u> <i>Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</i> <u>DA:Cn11.1.3</u> <i>Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.</i> <u>MU:Cn11.1.2</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <u>MUCn11.1.3</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <u>TH:Cn11.1.2</u> <i>Demonstrate appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).</i> <u>TH:Cn11.1.3</u> <i>Identify connections to community, social issues and other content areas in drama/theatre work.</i> <u>VA:Cn11.1.2</u> <i>Compare and contrast cultural uses of artwork from different times and places.</i> <u>VA:Cn11.1.3</u> <i>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Ask students to describe a traditional Native American pow wow. Ask students to define and give an example of a legend.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Performance Checklist- Students will perform a traditional Native American song and game. Students will create their own bear dance. Students will create a picture representing a dream or wish they have. Students will perform their dream or wish. Discussion- Students will identify characteristics of a traditional pow wow.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Ekamoda song and game from Quaver Video of pow wow- https://www.youtube.com/watch?v=sj5I9QCWsHk Another pow wow video- https://www.youtube.com/watch?v=U12e9tZnHAw Quaver Bear Legend video</p>				

Paper/coloring supplies for Dreams and Wishes game- <http://www.scholastic.com/teachers/lesson-plan/native-american-games#.ULPGfELM3Uo.pinterest>

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will learn the song *Ekamoda*. Teach the song by rote. Have students learn the song by repeating each line and then put it together.

Teach the rock passing game to students.

Students will stand in two lines facing each other. They will pass the rock behind their back. The other team must guess who has the rock.

Pow wow videos.

Show students several examples of pow wows.

Talk about characteristics that are similar in each of the dances (instruments, vocables, circle patterns, etc.)

Bear Dance

Watch the bear legend on Quaver.

Have students learn the *Bear Dance*.

Teach dance movements to kids.

In groups, let students choose the order of the moves. Have them present their dance to the group.

Dreams and wishes game.

Talk about the importance of dreams in Native American culture.

Have students draw their dream or wish. After they have finished, allow some, or all depending on time, and have them act out their dreams to the class.

2nd and 3rd Grade West African Lesson 1:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Second-Third	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s)</p> <p><u>DA:Cn11.1.2</u> <i>Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</i></p> <p><u>DA:Cn11.1.3</u> <i>Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.</i></p> <p><u>MU:Cn11.1.2</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>MUCn11.1.3</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>TH:Cn11.1.2</u> <i>Demonstrate appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).</i></p> <p><u>TH:Cn11.1.3</u> <i>Identify connections to community, social issues and other content areas in drama/theatre work.</i></p> <p><u>VA:Cn11.1.2</u> <i>Compare and contrast cultural uses of artwork from different times and places.</i></p> <p><u>VA:Cn11.1.3</u> <i>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <p>Ask students to identify characteristics of African drums.</p> <p>Ask students to identify African instruments through appearance or timbre.</p> <p>Ask students to define a praise song.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will perform a traditional West African song. Students will perform a song on traditional African instruments. Students will create a Praise Song. Students will design a crown for their Praise Song. Students will perform their Praise Song. 				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson.</p> <p>Quaver Powerpoint</p> <p>Music for <i>Lion Sleeps Tonight</i> percussion- http://dothanbrookschoollmusic.blogspot.com/2014/09/lion-king-arts-enrichment-k-4.html</p> <p><i>Lion Sleeps Tonight</i> recording- https://www.youtube.com/watch?v=_LBmUwi6mEo</p> <p>Praise Song worksheet</p> <p>Paper/stapler/coloring supplies for crowns</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will learn the song *Kye Kye Kule*.

Students will listen once to part of the song and identify the form of the song. (Call and Response).

Students will watch the teacher and follow along with the motions.

Kye kye kule (hands on head)

Kye kye kofinsa (hands on shoulders)

Kofinsa langa (hands on waists)

Kaka shilanga (hands on knees)

Kum aden nde (hands on toes-waist)

Kum aden nde. Hey! (hands on toes-waist-above head)

Have students take turns being the caller.

Show Powerpoint on Quaver about African instruments.

Review different types of percussion instruments (drums, tambourine, rattles, etc.)

Ask students to repeat any words that might be difficult to pronounce, like djembe.

Show students a djembe in real life and/or videos.

Talk about the other types of instruments that are shown on the slide. (drum, bell, etc.)

Playing Drums

Students will play their African percussion instruments to *The Lion Sleeps Tonight*.

Although not a song from Africa, students will connect the song to Africa because of *The Lion King*. Just make sure students are aware.

To teach the piece:

Have all students first read the notation on ta and ti-ti for all parts.

Next, have students clap, snap, or pat the rhythm, but still have them count.

Finally, have students play just their part on their instrument.

Add music!

Praise Song

Explain the purpose of praise songs (talk about how great their ruler is). They are usually done in front of crowds.

Tell students they will be coming up with their own king or queen to be praised.

Give students time to complete the Praise Song worksheet.

Pair students up and have them write a praise song about their partner.

Make sure their song is done with some sort of rhythmic pattern or steady beat.

When they are done, give students the chance to create a costume for their performance (i.e. crowns).

Students will be performing these in the next class.

2nd and 3rd Grade West African Lesson 2:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s)</p> <p><u>DA:Cn11.1.2</u> <i>Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</i></p> <p><u>DA:Cn11.1.3</u> <i>Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.</i></p> <p><u>MU:Cn11.1.2</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>MUCn11.1.3</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>TH:Cn11.1.2</u> <i>Demonstrate appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).</i></p> <p><u>TH:Cn11.1.3</u> <i>Identify connections to community, social issues and other content areas in drama/theatre work.</i></p> <p><u>VA:Cn11.1.2</u> <i>Compare and contrast cultural uses of artwork from different times and places.</i></p> <p><u>VA:Cn11.1.3</u> <i>Recognize that responses to art change depending on knowledge of the time and place in which it was made.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <p>Ask students to identify characteristics of African instruments.</p> <p>Ask students to describe the importance of dance in West African culture.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will perform their Praise Songs. Students will perform a traditional African game. Students will create their own instruments to perform on. Students will learn a traditional African dance. 				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson.</p> <p>Praise songs from the previous days assignments.</p> <p><i>Obwisana</i> Instructions- https://www.youtube.com/watch?v=qCQsvt4AiSI (rock, bean bag, cup, etc.)</p> <p>Cups, bottles, tape, markers, etc. to make instruments.</p> <p><i>Kou Kou</i> song- http://www.pbslearningmedia.org/resource/afriam.arts.dance.koukou/africanamerican-culture-kou-kou/</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will work with their partner for a few minutes to prepare for their praise songs.
Students will present praise songs and talk about their designed crowns.

Sing *Obwisana*.

Teach this song by rote.

Students will listen to the singer once.

They will repeat each line. Then, they will sing two lines at a time.

Students will sing the song without the echo.

We will then learn the game that goes along with the song.

Students will pass around rocks, bean bags, etc. around a circle to the steady beat.

Once they can do that students will move to the harder version of the game.

Creating Instruments

Have students either create a drum or shekere.

Print out instructions for students to see but also explain the steps.

Let students be as creative as they want to be with the decoration of their instrument.

For drums:

Have students glue/tape two cups together and wrap with masking tape to make the skin covering.

For shekere:

Take empty plastic bottles or jugs and fill with beads, pasta, rice, etc. Let students decorate the outside of the bottle with markers or twine. Also could be done by taping the ends of a toilet paper roll with rice inside.

Playing Instruments

Have students watch *Kou Kou* video.

Talk about the importance of dance in African culture.

Play song again, this time having students play their instrument to the steady beat.

If time, allow students to perform the *Kou Kou* dance.

First, teach the movements to students. Next, allow them to perform the movements with the music a few times.

2nd and 3rd Grade Appalachian Lesson:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Second-Third	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in the Appalachian Mountains				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s)</p> <p><u>DA:Cn11.1.2</u> <i>Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</i></p> <p><u>DA:Cn11.1.3</u> <i>Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.</i></p> <p><u>MU:Cn11.1.2</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>MUCn11.1.3</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>TH:Cn11.1.2</u> <i>Demonstrate appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).</i></p> <p><u>TH:Cn11.1.3</u> <i>Identify connections to community, social issues and other content areas in drama/theatre work.</i></p> <p><u>VA:Cn11.1.2</u> <i>Compare and contrast cultural uses of artwork from different times and places.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <p>Show or play various instruments from Appalachian culture and see if students identify the instrument.</p> <p>See if students know any of the folk songs they will be singing.</p> <p>Ask if they know where the Appalachian Mountains are.</p> <p>Show an Appalachian dance and see if students know where the dance is from and why the dance is performed.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will sing the folk songs and identify the origins of the song. Students will play Orff instruments to <i>Rocky Mountain</i>. Students will create a story by drawing a quilt for their story. Students will act out their story. <p>Discussions-</p> <ul style="list-style-type: none"> Students will identify different Appalachian instruments by their look and sound. Students will be able to look at a map and identify where the Appalachian Mountains are. Students will be able to describe differences in their culture versus Appalachian cultures. 				

4. Resources- Identify the resources including appropriate technology needed for the lesson.

Draw a Bucket of Water- <https://www.youtube.com/watch?v=9oL74t7EVi4>

Spoons playing- <https://www.youtube.com/watch?v=6TS9ugnarQQ>

Jaw harp- <https://www.youtube.com/watch?v=yx0nnZZVnd8>

Dulcimer- <https://www.youtube.com/watch?v=rZWZ7KpB5Zg>

Banjo- <https://www.youtube.com/watch?v=V1SzquU1fYw>

Washboard- <https://www.youtube.com/watch?v=ZlOdV1o8SpY>

Quilting- <http://www.crayola.com/free-coloring-pages/print/my-own-quilt-coloring-page/>

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Students will learn *Draw a Bucket of Water*.

Students will learn the words to this song. Teach the song by rote. Students must know the words to do the dance.

Teach students the dance as they know the words.

Let students do the dance a few times so they can get used to the movement/words.

Learn *Rocky Mountain*.

Ask students where the Rocky Mountains are located.

Explain that this song is from the Appalachian areas- parts located in eastern Kentucky.

Students will listen to the first verse and chorus and students will repeat.

Explain that the other verses have a similar melody with different words.

Perform song with music.

After they know the song, teach the students a short ostinato under the melody.

Have students play the ostinato while singing.

Appalachian Instruments

Talk about the types of instruments in Appalachian music (i.e. banjo, dulcimer, spoons, etc.)

Watch videos with different instruments playing.

Frog Went a-courtin'

Teach the students the refrain of the song. Watch out for the syllables!

Explain the form of the piece so students can switch between the verses easily.

Talk about where this version of the song is from- Estill County, Kentucky. Show the location on a map.

Sing through the song- all 18 verses!

Quilting

Show examples of Appalachian quilts.

Talk about the use of the quilts- warmth, storytelling, etc.

Give students time to come up with a theme or story for their quilt.

Have them write it down.

Next, let students draw their quilts.

If time, let some students present their patterns.

List of Extra Activities for 2nd and 3rd Graders:

Bate Bate Chocolate (Traditional Mexican Song)-

- Pantomime a stirring action. Ask students what bate means while stirring.
- Chant the words in a call and response style. Add the motions in call and response style.
- Perform with music.

Rakes of Mallow (Irish Dance)-

- Part 1- Pat knees and clap partner's hands.
- Part 2- Swing with partner's elbows right, swing elbow's to the left.

Watch *Fantasia* and *Fantasia 2000*. Talk about how the music tells the story. Have students draw the story for a particular song you play. Choose a variety of music to play for the drawings.

Henna Hands-

- Show examples of Indian Henna. Talk about the tradition behind it.
- Let students trace their hands.
- Give students time to create their own Henna on their traced hands.

Tongo (Polynesian Folk Song)-

- Teach the call and response song.
- Perform it for the class. Come up with small motions to do (such as tapping head).

Create a script from a folk tale. Have students learn the dialogue and then create small props or set items to use for the performance. Let students present their plays.

One Minute Fairy Tales-

- Assign students a fairytale that is popular around the world.
- Give students a short amount of time to put together a fairy tale to perform in one minute. Tell them to only include the important parts of the story. Make sure all students have parts.
- If they can't complete the story in the allotted time, they have to try again.

4th and 5th Grade West African Lesson:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Fourth-Fifth	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s)</p> <p><u>DA:Cn11.1.4</u> <i>Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</i></p> <p><u>DA:Cn11.1.5</u> <i>Describe how the movement of characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</i></p> <p><u>MU:Cn11.1.4</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>MU:Cn11.1.5</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>TH:Cn11.2.4 a.</u> <i>Investigate cross-cultural approaches to storytelling in drama/theatre work.</i></p> <p><u>TH:Cn11.2.5 a.</u> <i>Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.</i></p> <p><u>VA:Cn11.1.4</u> <i>Through observation, infer information about time, place, and culture in which a work of art was created.</i></p> <p><u>VA:Cn11.1.5</u> <i>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <p>Ask students to identify characteristics of African music and dance.</p> <p>Ask students to describe characteristics of African masks.</p> <p>Ask students to define folk tales.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will perform a traditional African dance. Students will perform using traditional African instruments. Students will create their own African masks. Students will perform a traditional African folktale. 				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson.</p> <p>Funga dance- https://www.youtube.com/watch?v=effY71ss7As</p> <p>Drum Circle ideas- http://tambourinesandtechnology.blogspot.com/2013/10/drumming-up-some-fun.html</p> <p>African Folktale Reader's Theater- http://www.aaronshp.com/rt/RTE11.html</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Dance to Funga-

Teach students a dance to the song *Funga*.

Have students watch the dance once. Go over some of the basic movements. Have students do the

dance while watching her. Give students a few chances to learn the choreography.

Drum Circle-

Define call and response (a leader says something and the group or another person replies by echoing or saying something new).

Play rhythm patterns and have students repeat them.

Play "Pieces of Eight-" each student chooses a number from 1-8 and the whole class counts out

loud. Students will play on whatever number they choose. Vary the tempo to make it harder.

Play "Rumble Ball-" pass the ball to someone in the circle. Roll drums while the ball is in the air.

When it is caught, everyone hits the drum together at once.

African Masks-

Give students time to look up pictures of African masks by using iPads, if available, or going to

the computer lab.

Have students use white paint and brown construction paper to design their own mask using inspiration from their research.

The Calabash Kids

Explain a folk story.

Talk about the importance of folk stories in African culture.

Have students read parts of the show. Go through the script several times with a new cast each time.

After students are familiar with the script, allow them time to get up and act out the script rather

than just reading.

4th and 5th Grade Appalachian Lesson:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Fourth-Fifth	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in the Appalachian Mountains				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.4 Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</i> <i>DA:Cn11.1.5 Describe how the movement of characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</i> <i>MU:Cn11.1.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <i>MU:Cn11.1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.2.4 a. Investigate cross-cultural approaches to storytelling in drama/theatre work.</i> <i>TH:Cn11.2.5 a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.</i> <i>VA:Cn11.1.4 Through observation, infer information about time, place, and culture in which a work of art was created.</i> <i>VA:Cn11.1.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Ask students to identify instruments used in Appalachian culture. Ask students to describe clogging. Ask students to identify the significance of quilting in Appalachian culture.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Performance Checklist- Students will perform a dance to Old Joe Clark. Students will create their own example of an Appalachian quilt. Discussion- Students will identify and describe various Appalachian instruments. Students will describe characteristics of clogging and its importance in Appalachian culture.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. <i>Old Joe Clark-</i> https://www.youtube.com/watch?v= NoevMgKm2c <i>Spoons playing-</i> https://www.youtube.com/watch?v=6TS9ugnarQQ <i>Jaw harp-</i> https://www.youtube.com/watch?v=yx0nnZZVnd8 <i>Dulcimer-</i> https://www.youtube.com/watch?v=rZWZ7KpB5Zg <i>Banjo-</i> https://www.youtube.com/watch?v=V1SzquU1fYw</p>				

Washboard- <https://www.youtube.com/watch?v=ZlOdV1o8SpY>
Clogging Video- <https://www.youtube.com/watch?v=LThrEKid5uU>
Quilting- <http://www.crayola.com/free-coloring-pages/print/my-own-quilt-coloring-page/>

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Dance to Old Joe Clark-

Have students stand in two lines facing each other
Chorus- Swing elbows with partners, right and left
Verse 1- Walk in a square around partner, right and left
Verse 2- Step right, together, right, together, left, together, left, together (repeat)
Verse 3- Walk in towards partner three steps and clap, back out three steps and clap (repeat)

Appalachian Instruments-

Students will watch videos of different instruments.
For example, a video of people playing spoons, the banjo, dulcimer, and jaw harp.
Talk about their importance in music.

Appalachian Clogging

Talk about history of clogging.
Show videos of clogging.
Show students its role in Appalachian culture.

Quilting-

Show examples of Appalachian quilts.
Talk about the use of the quilts- warmth, storytelling, etc.
Give students time to come up with a theme or story for their quilt.
Next, let students draw their quilts.
If time, let some students present their patterns.

4th and 5th Grade Colonial America Lesson:

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: Fourth-Fifth	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Colonial America				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s)</p> <p><u>DA:Cn11.1.4</u> <i>Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</i></p> <p><u>DA:Cn11.1.5</u> <i>Describe how the movement of characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</i></p> <p><u>MU:Cn11.1.4</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>MU:Cn11.1.5</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><u>TH:Cn11.2.4 a.</u> <i>Investigate cross-cultural approaches to storytelling in drama/theatre work.</i></p> <p><u>TH:Cn11.2.5 a.</u> <i>Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.</i></p> <p><u>VA:Cn11.1.4</u> <i>Through observation, infer information about time, place, and culture in which a work of art was created.</i></p> <p><u>VA:Cn11.1.5</u> <i>Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.</p> <p>Ask students to describe activities that kids their age did in their free time.</p> <p>Ask students to define a silhouette.</p> <p>Ask students to describe attire for this time period.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will perform a traditional colonial dance. Students will create a silhouette of their classmates. Students will perform a section of their journal entry. <p>Essay-</p> <ul style="list-style-type: none"> Students will write a journal entry. <p>Discussion-</p> <ul style="list-style-type: none"> Students will describe fashion from this period. Students will discuss how <i>Hamilton the Musical</i> compares and contrasts to the colonial period. 				

4. Resources- Identify the resources including appropriate technology needed for the lesson.

Alabama Gal- <https://www.youtube.com/watch?v=29OtTyHZrSM>

Silhouette Activity- <http://www.kidactivities.net/post/colonial-theme-ideas-for-kids.aspx>

Paper/pencil for journal activity

The Schuyler Sisters- <https://www.youtube.com/watch?v=xZdrzOdd8Kw>

You'll Be Back- <https://www.youtube.com/watch?v=fdxLohjwhoQ>

Guns and Ships- <https://www.youtube.com/watch?v=Ovje92D742s>

Photos from *Hamilton the Musical*- <http://www.broadway.com/shows/hamilton-broadway/photos/hamilton-show-photos/>

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Opener-

Teach students the dance to *Alabama Gal*.

Have students in two lines. The end partner will hold hands and travel from one side to the next.

Students will swing elbows to the right and then swing to the left.

The lead students will swing out and around and come back together by making a bridge.

The other students will go through the line holding hands with their partners.

Repeat with the next pair of students.

Drawing Silhouettes-

Show examples of silhouettes. Talk about how this was a popular type of art in this time.

Pair students up and give them a chance to draw silhouettes of each other.

Cut their silhouettes out and glue to a white paper-similar to original silhouettes.

Colonial Journal-

Talk about the daily life of kids during this time. Compare and contrast the lives of the students in colonial times and current times.

Have students write a journal entry as if they lived a day during the colonial period.

Give students time to present their writings. If time, allow students to act out an element of their entry.

Hamilton the Musical-

Show attire from the colonial period.

Talk about the musical and its historical accuracy and revolutionary changes for history.

Show pictures from the musical so that students can see what it looks like onstage.

Have students listen to selections from *Hamilton*. "Guns and Ships," "The Schuyler Sisters," and "You'll Be Back."

Talk about how the style tells the story in different ways.

List of Extra Activities for 4th and 5th Graders:

La Raspa (Traditional Mexican Song)-

Stand in two lines facing partners

Section A- right heel dig, left heel dig, right heel dig, clap clap; left heel dig, right heel

dig, left heel dig, clap clap; repeat until end of the section

Section B- step right, together, right, together, left, together, left, together

Section C- Elbow sings right, then left, repeat.

World Music Composer-

Interactive website allowing kids to learn about a variety of world instruments.

Students can create their own arrangements and put any instruments together as they please.

This gives students a chance to create something for themselves. Website:

<http://www.nms.ac.uk/explore/play/world-music-composer/>

Watch *Fantasia* and *Fantasia 2000*. Talk about how the music tells the story. Have students draw the story for a particular song you play. Choose a variety of music to play for the drawings.

Create a world based on a genre of music-

Introduce students to a wide variety of genres. Explain characteristics of each.

From there, give students freedom to write their own world based on that style of music.

Have them create the type of people, the culture, the housing, religion, etc. in their new world.

Create a script from a folk tale. Have students learn the dialogue and then create small props or set items to use for the performance. Let students present their plays.

One Minute Fairy Tales-

Assign students a fairytale that is popular around the world.

Give students a short amount of time to put together a fairy tale to perform in one minute. Tell them to only include the important parts of the story. Make sure all students have parts.

If they can't complete the story in the allotted time, they have to try again.

Sixth Grade Latin American Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: 6 th Grade	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Latin America				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.6- Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</i> <i>MU:Cn11.1.6- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.1.6- Identify universal themes or common social issues and express them through a drama/theatre work.</i> <i>VA:Cn11.1.6- Analyze how art reflects changing times, traditions, resources, and cultural uses.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on history/culture of Latin America and basic arts terms that we will be learning throughout the unit</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short essay on one aspect of Latin American culture.</p> <p>Students will present a presentation on Latin American music and dance.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will create a self portrait similar in style to Frida Kahlo. Students will create and perform a story using items that are found in Latin America. 				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art supplies for self-portrait. Props for stories</p>				
<p>5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.</p> <p>Give students a brief overview of Latin American history, cultural events, plus info on their lifestyles.</p> <p>Frida Kahlo-</p> <ul style="list-style-type: none"> Introduce Kahlo by giving students a brief biography on the artist. 				

Talk about the legacy that she left behind for Latin American art.
Inform students that she was well-known for her self-portraits.
Give students time to create their own self-portrait.

Music and Dance Project-

Assign the students groups. Give them a region of South America. Students will research the musical styles and dances of that area. They will present this information to the class and it will include a PowerPoint, videos, etc.

Creating a Story with Random Items-

Students will choose three random items, soon to be props, out of a bag. These items will be representative of Latin American culture, for example, various instruments, foods, clothing, etc. With their three items, they must create a story that shows Latin American culture and uses their props. They will present these to the class.

Sixth Grade West African Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: 6 th Grade	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.6- Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.</i> <i>MU:Cn11.1.6- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.1.6- Identify universal themes or common social issues and express them through a drama/theatre work.</i> <i>VA:Cn11.1.6- Analyze how art reflects changing times, traditions, resources, and cultural uses.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on history/culture of West Africa and basic arts terms that we will be learning throughout the unit</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson. Short essay on one aspect of West African culture. Performance Checklist- Students will perform West African rhythms on bucket drums. Students will create their own West African mask. Students will act out a process drama pertaining to West African culture. Students will demonstrate a West African dance style and present it to the class.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art supplies for African masks- http://myadventuresinpositivespace.blogspot.com/2011/08/recycled-african-masks.html Story process packets</p>				
<p>5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking. Give students a brief overview of West African history, cultural events, plus info on their lifestyles. Drum Circle with bucket drums- Define call and response (a leader says something and the group or another person replies by</p>				

echoing or saying something new).

Play rhythm patterns and have students repeat them.

Play "Pieces of Eight-" each student chooses a number from 1-8 and the whole class counts out loud. Students will play on whatever number they choose. Vary the tempo to make it harder.

Play "Rumble Ball-" pass the ball to someone in the circle. Roll drums while the ball is in the air. When it is caught, everyone hits the drum together at once.

African Masks-

Talk about the importance of masks in West African culture.

Have students research masks to see what they look like.

With recycled materials and other art supplies, have students create their own African masks and talk about why they chose what they did.

Story Process Dramas-

Create a scenario for students to act out based on West African culture. They will be given a list with "props" (things they pantomime) and a description of a task or mission that they must complete. Some groups may even have a map outlining the specific location. It will be up to the students to create a character with motives as they go and they will have the opportunity to take their story wherever they please as long as they keep it with things relating to West African culture.

West African Dance Project-

In groups, students will research West African dance. They will find examples, traditional styles, the purpose of the dances, etc. They also need to see what styles that they are more familiar with have roots in West African dance. Groups will choose a style to research and become an expert in that they will present to the class.

Seventh Grade Ancient Greece Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: 7 th Grade	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Ancient Greece				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.7- Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.</i> <i>MU:Cn11.1.7- Demonstrate understanding of relationships between music and the other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.1.7- Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.</i> <i>VA:Cn11.1.7- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on history/culture of Ancient Greece and basic arts terms that we will be learning throughout the unit</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short essay on one aspect of Ancient Greek culture.</p> <p>Students will discuss the type of instruments and role of music in Ancient Greek society. Students will present an overview of a Greek god or goddess.</p> <p>Performance Checklist- Students will create and perform with a Greek mask.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Greece Masks Video- https://www.youtube.com/watch?v=jToXIJQZC_g Greek Masks Template- http://www.jelliroll.com/resources-2.htm Lyre- https://www.youtube.com/watch?v=eIERNFoEf3Y Lute- https://www.youtube.com/watch?v=gekyQVKrzKo</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Give students a brief overview of Ancient Greece history, cultural events, plus info on their lifestyles.

Greek Masks

Brief highlighting of main Greek theatre characteristics such as how the theater began, the fact that most actors were men, that only three people were on stage at a time, the size of theatres, and that any fighting occurred offstage.

Show videos and discuss characteristics about Greek masks.

Students will choose and decorate masks. They will then improvise a scene using their masks with a partner. From there, they will create a scene as either a merchant and customer, husband and wife, or a spy infiltrating enemy warehouse (one must die!), etc.

Greek Instruments-

Students will listen to examples of Ancient Greece instruments (lyre, lute, etc.) being played.

Also, show students pictures of the instruments so that they have visual representation.

Ask students to compare these instruments with modern day ones.

Discuss the role of music in ancient Greek society.

Greek Mythology-

Students will research Greek mythology. They will choose a god or goddess to research and do a short presentation for the class. They should also give an example of a famous myth.

Seventh Grade Renaissance Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: 7 th Grade	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in the Renaissance				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.7- Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.</i> <i>MU:Cn11.1.7- Demonstrate understanding of relationships between music and the other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.1.7- Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.</i> <i>VA:Cn11.1.7- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on history/culture of Renaissance and basic arts terms that we will be learning throughout the unit</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short essay on one aspect of Renaissance culture.</p> <p>Students will summarize famous Shakespeare works by only using 140 characters.</p> <p>Students will take modern poetry and create their own ways to use text painting.</p> <p>Performance Checklist- Students will create an art piece as Michelangelo did with the Sistine Chapel. Students will create their own parodies of the <i>Mona Lisa</i>.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art Supplies for Michelangelo and da Vinci projects Excerpts from Shakespeare's plays and poems.</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Give students a brief overview of Ancient Greece history, cultural events, plus info on their lifestyles.

Teenage Turtles of the Renaissance-

Students will learn about Michelangelo and his work in the Renaissance visual arts. Students will talk about some of his famous works throughout his life and his versatility.

They will then get their own chance to paint their own Sistine Chapel under their desks. They will paint or draw whatever they want, but they must do it laying under their desks as he did with the Sistine Chapel.

For Leonardo da Vinci, students will get the opportunity to create their own Mona Lisa parodies. They can modernize her or put her in different locations if they want.

Shakespeare-

Students will read excerpts from a variety of Shakespeare plays and poems.

From there, students will turn Shakespeare's words into a tweet- using only 140 characters as if they were actually tweeting. They will only be able to focus on the main points of his writing.

Through this, students will see that Shakespeare's writing, although confusing, has themes that we are familiar with today.

Word Painting-

Introduce students to word painting as it pertains to Renaissance choral music.

Allow students to work in groups to find poems and write about the types of word paintings they could potentially add in a song.

Talk about the students' examples as a class.

Eighth Grade American Cultures-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: 8 th Grade	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in America				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.8- Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.</i> <i>MU:Cn11.1.8- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i> <i>TH:Cn11.1.8- Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.</i> <i>VA:Cn11.1.8- Distinguish different ways art s used to represent, establish, reinforce, and reflect group identity.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson. Show scenes from a variety of musicals and ask students to analyze the musical for its artistic elements.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Students will present the arts of a particular culture in America that they don’t know well.</p> <p>Students will take a short quiz on musical theatre history.</p> <p>Students will present a musical and describe the effects the arts had on the show.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Access to technology for students to create/give presentations Examples of shows to watch as a class</p>				
<p>5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.</p> <p>Since students are learning about United States history in their social studies class, I want students to have the opportunity to learn about American cultures that they mat not know very well. They have to choose a group that they are not a part of so they will have to do thorough research. Some examples include Appalachian, African American spirituals, colonial, jazz, Native Americans, and more. After they have developed an understanding of all of the types of arts in their particular</p>				

culture, they will have to develop some sort of presentation for the class. One element of this must be performance based. Students will also compare their culture's arts to that of another culture.

Musical Theatre-

Students will study a short history of musical theatre. Students will watch a variety of musicals during this time to see how musicals utilize the four areas of art that have been focused on throughout the class. They will also discuss the cultural implications from the musicals.

Students will then choose a musical to present to the class and discuss the way the arts work together to tell the story. They will show small clips from the show if they can find any so the other students can see how the artistic elements all work together.

List of Extra Activities for Middle School:

Create a Country-

Put students in small groups. On a worksheet, ask students about the politics, history, geography, climate, etc. Give them a poster board to design a country of their choice.

They will create a map of their country with the capital, various landmarks, mountains, rivers, and whatever else they want their country to have.

Afterwards, students will create a character of their choice that would live in their country and present their countries information with their group as their person would see fit.

Create a Culture-

Put students in small groups. Students will create their own culture within their group, but not by talking before it started or using English throughout.

The students will go through a day with in their new culture by doing chores or hunting. They can interact with the other people in their culture and create a language with each other.

Watch *Fantasia* and *Fantasia 2000*. Talk about how the music tells the story. Have students draw the story for a particular song you play. Choose a variety of music to play for the drawings.

Create a world based on a genre of music-

Introduce students to a wide variety of genres. Explain characteristics of each of them.

From there, give students freedom to write their own world based on that style of music.

Have them create the type of people, the culture, the housing, religion, etc. in their new world.

Create a script from a folk tale. Have students learn the dialogue and then create small props or set items to use for the performance. Let students present their plays.

One Minute Fairy Tales-

Assign students a fairytale that is popular around the world.

Give students a short amount of time to put together a fairy tale to perform in one minute. Tell them to only include the important parts of the story. Make sure all students have parts.

If they can't complete the story in the allotted time, they have to try again.

Give students a chance to study a particular style of dance. Allow them to research the history and characteristics of the style and prepare a presentation to show the class. If there is a particularly artsy class, have students choreograph their own dance to perform for the class.

High School Ancient Greece Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Ancient Greece				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.HS.II-</u> Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic and criteria relate to the ideas and perspectives of the peoples from which the dances originate. <u>MU:Cn11.0.T.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.C.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.E.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>TH:Cn11.1.III-</u> Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. <u>VA:Cn11.1.II-</u> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson. Short quiz on Ancient Greek culture.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short quiz over readings of <i>Oedipus Rex</i> and <i>The Birds</i>. Listening Assignment for Ancient Greek instruments.</p> <p>Performance Checklist- Students will create their own vase in honor of one of the Greek gods.</p> <p>End of Unit Assessment- Students will create their own Ancient Greek festivals. The class will divide into four groups and present the class the information their art form in a “festival.” After they discuss their art form, they will present their own performance to show the class.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. <i>Oedipus Rex</i> <i>The Birds</i> Listening examples of Ancient Greece music</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Spend some time learning about Ancient Greece culture not pertaining to the arts. For example, important wars, people, inventions, religion, attire, gods, and festivals.

Students will read scenes from *Oedipus Rex* and *The Birds*. They will analyze the scenes to see how the Ancient Greek culture is portrayed in the stories.

Students will start learning about Ancient Greek art. Students will look at a variety of pottery designs and then draw their own example of a vase with a Greek god influence.

Students will learn about the types of instruments used in this music through listening identification.

Students will compare and contrast the music from Ancient Greece and modern music.

High School Renaissance Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in the Renaissance				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.HS.II-</u> Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic and criteria relate to the ideas and perspectives of the peoples from which the dances originate. <u>MU:Cn11.0.T.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.C.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.E.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>TH:Cn11.1.III-</u> Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. <u>VA:Cn11.1.II-</u> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on history of Renaissance and the arts that this time helped to inspire.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short essay on <i>A Midsummer Night's Dream</i>.</p> <p>Student word painting assignment.</p> <p>Performance Checklist- Students will create their own versions of the Sistine Chapel and <i>Mona Lisa</i>.</p> <p>End of Unit Assessment- Students will write a paper discussing the great advancements of this time and how they think these changes have influenced the arts in today's times.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art supplies for <i>Mona Lisa</i> and Sistine Chapel <i>A Midsummer Night's Dream</i>- play and movie version Access to books, internet, etc. with Shakespeare poems</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Students will learn about the general history and culture of the Renaissance. They will talk about the rebirth of this period after the Medieval period and make predictions as to how that affects the arts during this time period.

Students will learn about Michelangelo and his work in the Renaissance visual arts. Students will talk about some of his famous works throughout his life and his versatility. They will then get their own chance to paint their own Sistine Chapel under their desks. They will paint or draw whatever they want, but they must do it laying under their desks as he did with the Sistine Chapel.

For Leonardo da Vinci, students will get the opportunity to create their own Mona Lisa parodies. They can modernize her or put her in different locations if they want.

Students will focus on Shakespeare. Students will play a game of Shakespeare Musical Chairs where they analyze different quotes from the first Act of *A Midsummer Night's Dream* to develop an understanding of his language and the plot before they start reading it. After the first discussion, they will read the first Act and focus on a particular scene of their choice and work on developing a steady iambic pentameter. They will then watch a movie of the play and write a comparison paper of the show after the movie.

Students will learn about the popular style and genres of this time period such as the madrigals, polyphony, and word painting. Students will listen to a variety of these songs and discuss the similarities and differences between the songs. Students will then choose a Shakespeare poem and discuss how they would create word painting in their song. If they choose to compose it, they can. For example, in *A Fairy Song*, the first line of the poem is "Over hill, over dale." On each of these words, the melody should go up and back down to represent the words going over.

Students will learn a basic dance that was performed in the Renaissance. They will watch videos and study some of the main movements of the time. After watching a few, they will try their own dance and work in groups at perfecting and eventually performing it.

High School Native American Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in Native American Cultures				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <i>DA:Cn11.1.HS.II- Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic and criteria relate to the ideas and perspectives of the peoples from which the dances originate.</i> <i>MU:Cn11.0.T.III- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <i>MU:Cn11.0.C.III- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <i>MU:Cn11.0.E.III- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <i>TH:Cn11.1.III- Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.</i> <i>VA:Cn11.1.II- Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on Native American uses of the arts in their cultures.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will create and discuss their own Native American artwork. Students will perform their written scripts to the class. Students will create their own instruments. <p>End of Unit Assessment-</p> <p>The students will be put into groups and chose one of the Native American tribes. From there, the group will research the art, drama, music, and dance of a particular tribe and discuss anything that is unique to that tribe. They will need to perform one aspect of the art forms as part of their presentation.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art supplies for projects Native American Folk tales- http://www.firstpeople.us/FP-Html-Legends/Legends-AB.html</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Students will begin learning about the art of Native Americans. Because there is such a variety, students will receive an overview of the arts including totem poles, masks, dream catchers, and basket weaving. After an overview, students will choose one of the styles to create and discuss how it impacted the Native American lifestyle.

During this week, students will learn about Native American folk tales. They will read and discuss several stories and then convert one of them into plays in groups. After creating the dialogue, students will be staging and performing them for the class. It must incorporate the groups' art work, too.

Students will learn about some of the aspects of Native American music. They will create their own instruments, including drums, rattles, and rain sticks, in order to learn, by rote as this music would be performed, a song. After learning a song as a class, students will be learning how the Native Americans use dance in the culture. They will then learn a dance to the song they played and switch groups where half dances and the other plays then vice versa.

High School West African Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in West Africa				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.HS.II-</u> Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic and criteria relate to the ideas and perspectives of the peoples from which the dances originate. <u>MU:Cn11.0.T.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.C.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>MU:Cn11.0.E.III-</u> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <u>TH:Cn11.1.III-</u> Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems. <u>VA:Cn11.1.II-</u> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on West African uses of the arts in their cultures.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Performance Checklist-</p> <ul style="list-style-type: none"> Students will create their own African masks. Students will adapt for a play and perform an African folk tale. Students will perform a traditional African dance. 				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. Art supplies for masks African folk tales <i>The Drug</i></p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Students will learn about the history and culture of West Africa and discuss the impacts made to the arts when they started becoming colonized. Students will read traditional folk tales and then in groups create scripts for so they can act out their story at the end of the unit. Throughout the week, students will read scenes from *The Drum* and discuss the culture of Africa as told through the play. Afterwards, students will begin study on typical African masks. They will learn about the characteristics that makes them unique to this culture. Students can also create their own masks. Students will listen to the various drumming songs, especially the pieces utilizing the talking drum and a djembe. They will then explore different rhythms as they make rhythm patterns to go with different phrases. After that, students will watch traditional African dance and study the reasons why they have dance in their culture. Students will then learn traditional dance and a folk song to be performed together.

High School Appalachian Lesson-

Source of Evidence: Lesson Plan				
Name: Shelby Wooldridge		Date of Observation:		Cycle:
Ages/Grades of Students: High School	Number of Students in Class:	Number of Students having IEP:	Number of Gifted Students:	Number of Students having ELL:
Lesson Title: Arts in the Appalachian Mountains				
<p>1. Learning Target(s)/Objectives- List the lesson learning target(s)/objective(s) <u>DA:Cn11.1.HS.II-</u> <i>Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic and criteria relate to the ideas and perspectives of the peoples from which the dances originate.</i> <u>MU:Cn11.0.T.III-</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <u>MU:Cn11.0.C.III-</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <u>MU:Cn11.0.E.III-</u> <i>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</i> <u>TH:Cn11.1.III-</u> <i>Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.</i> <u>VA:Cn11.1.II-</u> <i>Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</i></p>				
<p>2. Pre-assessment- Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. Short quiz on Appalachian uses of the arts in their cultures.</p>				
<p>3. Formative Assessment- Describe and include the formative assessment(s) to be used to measure student progress during this lesson.</p> <p>Short essay on <i>Appalachian Spring</i>. Students will write an essay about how their character accurately represents life in the area.</p> <p>Students will find and explain a song that they thought was appropriate for their character.</p> <p>Performance Checklist- Students will create and perform a monologue about a character they completely make up. Students will design a quilt square representative of their character.</p>				
<p>4. Resources- Identify the resources including appropriate technology needed for the lesson. <i>Appalachian Spring</i> Paper/art supplies for quilt</p>				

5. Lesson Procedures- Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

Students will talk about their experience and stereotypes they know of from this culture and then disprove those stereotypes and truly understand the tradition in Appalachia. Students will study the traditional instruments used for this music. Students will study Aaron Copeland and discuss the music

from Appalachia Spring. Afterwards, they will watch it and write a critique about the performance. Students will create a fictional character and write a monologue about their life. Taking this, students

will design a quilt square that is representative of their character and actually create the square so the class can create a quilt with stories from Appalachia. Finally, students will find a song from this culture that represents their character. Students will write a small summary about how they interrelate

and are representative of the Appalachian culture.

List of Extra Activities for High School:

Musical Theatre-

Musicals are a great medium to show all of the art forms coming together. There are a variety you can show in class that can show how the music relate to the story. Students can choose their own and analyze the elements of the show. Students can even design their own elements for a show.

Story Process Dramas-

Create a scenario for students to act out. For example, pirates on a treasure hunt. They will be given a list with “props” (things they pantomime) and a description of a task or mission that they must complete. Some groups may even have a map outlining the location. It will be up to the students to create a character with motives as they go and they will have the opportunity to take their story wherever they please.

Watch *Fantasia* and *Fantasia 2000*. Talk about how the music tells the story. Have students draw the story for a particular song you play. Choose a variety of music to play for the drawings.

Create a world based on a genre of music-

Introduce students to a wide variety of genres. Explain characteristics of each of them. From there, give students freedom to write their own world based on that style of music. Have them create the type of people, the culture, the housing, religion, etc. in their new world.

Create a script from a folk tale. Have students learn the dialogue and then create small props or set items to use for the performance. Let students present their plays.

One Minute Fairy Tales-

Assign students a fairytale that is popular around the world. Give students a short amount of time to put together a fairy tale to perform in one minute. Tell them to only include the important parts of the story. Make sure all students have parts. If they can't complete the story in the allotted time, they have to try again.

Give students a chance to study a particular style of dance. Allow them to research the history and characteristics of the style and prepare a presentation to show the class. If there is a particularly artsy class, have students choreograph their own dance to perform for the class.

CHAPTER 4

CULTURAL SIGNIFICANCE

The purpose of these lessons is not to just teach students to appreciate dance, drama, music, and the visual arts, although incredibly important in the arts classes, but to help create globally aware citizens. In this day, a majority of students in schools, especially more urban areas, have students who are not white and may not speak English as their primary language. These kids struggle to fit in during school because they may not look like the other kids and they do not speak the main language at the school. Unfortunately, this frustrates many of these students and they slowly start to fall behind and fade into the background at school. What better way to help show students that they matter and are important than something to which they can all relate like the arts? By teaching students a variety of cultural arts, they begin to see that people that all around the world have this common interest.

Research is proving that American school demographics are constantly changing. In the 1993-2003 enrollment demographics, the National Center for Educational Statistics “showed public school enrollment of minorities had increased from 34 to 41 percent (NCES, 2007)” (Martin, 2012). Another research study shows that “because of diversity through immigration, [schools] will continue to reflect a growing multicultural society...nearly one in five Americans (19 percent) will be an immigrant in 2050,

compared with one in eight (12 percent) in 2005” (Battersby and Bolton, 2013). Because of these changes, is it really fair for schools to only teach students about one or two groups of people? Of course not. Although it would be impossible to teach every single culture in a given school year, or the full length of a child’s education for that matter, it is important to still explore a variety of cultures for students’ sake. Even letting students share their own information about their culture, whether it be arts related or a favorite tradition that their family does, will help make students feel important and like they belong in the school.

A sense of belonging is not the only thing that makes these cultural lessons so appealing in today’s schools. The Partnership for 21st Century Learning (P21) is an organization that believes in preparing every student with twenty-first century skills. Those skills are “creativity and innovation, critical thinking and problem solving, communication, and collaboration” (Partnership for 21st Century Skills). These skills fall under several twenty-first interdisciplinary themes, one being global awareness (Partnership for 21st Century Skills). The theme of global awareness that the P21 promotes makes perfect sense in this day and age. The students in schools now are in a time of constant changing due to advances in technology. The world is, quite literally, at the finger tips of these students because with a simple search from Google, the world is theirs for the taking. They have access to what is happening to the world around them through news sources, reliable and not, and the ability to watch people from other cultures through websites like YouTube. The lessons in this paper utilized in this project have countless examples of videos from this site because it is such easy access to real people performing, creating, and living in their culture. Without these tools, it would be

much harder for students to truly understand the lives of others. Since this information is available, however, it is important for educators, especially those in a field as relatable as the arts, to introduce to these students, in a safe environment, people from other cultures.

The arts have always been a crucial part to any culture. They provide an outlet for expression, the voice for change, and the creativity that bring new ideas to life. These outlets have provided people for thousands of years from all over the world a chance for their voices to be heard and to create a better place for them to live. Because of this rich history, students starting at a young age need to be introduced to the powers of the arts. They have an ability to bring people together and it is important for the arts educators, no matter your main discipline, to teach their students this. These lessons are designed with the student in mind in hopes of giving them the ability to look around their world and create a new world harmony with their classmates, teachers, and families. It is time to make culture shocks a little less shocking for our students with the help of the arts.

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