

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCES	Subject: Arts & Humanities	3-5
Benchmark Assessment 1		
Instructional Timeline: 1 st nine weeks		
Topic(s): Elements of Drama, Music, and Dance		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>D.AH-5-SA-S-DT: Skills and Concepts –</p> <p>AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others</p> <p>AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling) in a variety of situations</p> <p>AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization</p> <p>AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)</p>	<p>AH-5-SA-S-DT1:</p> <ul style="list-style-type: none"> I can begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology. <p>AH-5-SA-S-DT3:</p> <ul style="list-style-type: none"> I can observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling) in a variety of situations. 	<ul style="list-style-type: none"> literary technical performance improvisation mimicry pantomime role playing storytelling

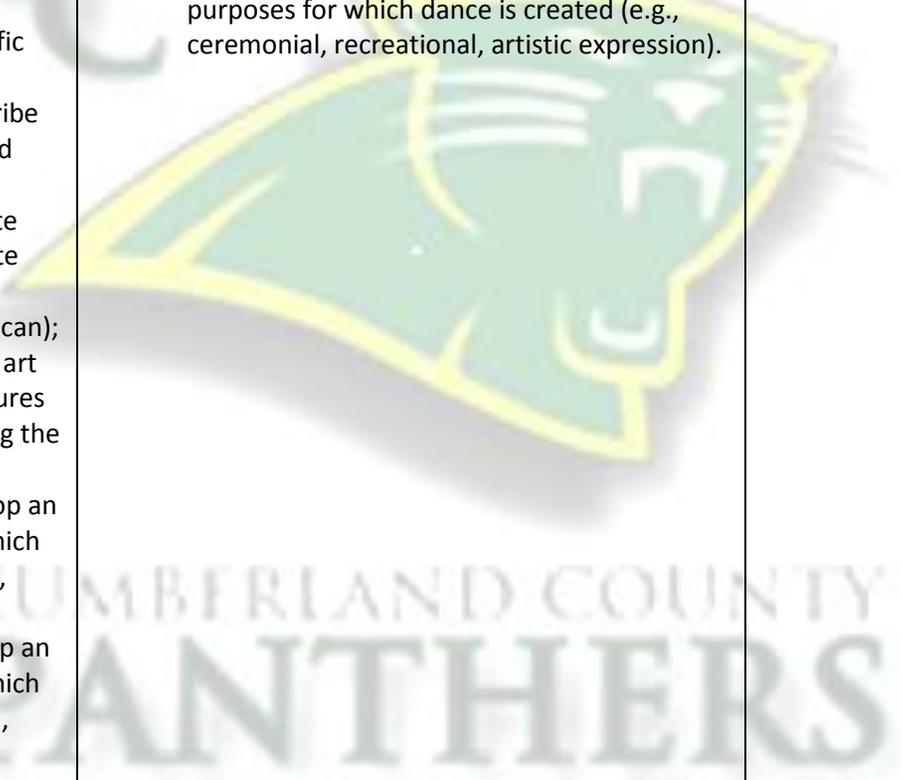
<p>B.AH-5-SA-S-Mu: Skills and Concepts –</p> <p>AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p>AH-5-SA-S-Mu2: use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p>AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects</p> <p>AH-5-SA-S-Mu4: recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>	<p>AH-5-SA-S-Mu1:</p> <ul style="list-style-type: none"> I can begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology. 	<ul style="list-style-type: none"> rhythm tempo melody harmony form timbre dynamics
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<p>AH-5-SA-S-Da: Skills and Concepts –</p> <p>AH-5-SA-S-Da1: analyze and explain the use of elements of dance (space, time, force) and basic dance forms using dance terminology</p> <p>AH-5-SA-S-Da2: use the elements of dance in creating, copying and performing patterns of movement independently and with others</p> <p>AH-5-SA-S-Da3: observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements</p> <p>AH-5-SA-S-Da4: apply principles of movement (e.g., balance, initiation of movement, weight shift) when observing, creating and performing movement skills</p>	<p>AH-5-SA-S-Da1:</p> <ul style="list-style-type: none"> • I can begin to recognize and identify elements of dance (space, time, force) and basic dance forms using dance terminology. <p>AH-5-SA-S-Da3:</p> <ul style="list-style-type: none"> • I can observe, describe and demonstrate locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements. 	<ul style="list-style-type: none"> • space • time • force • locomotor • nonlocomotor
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School: CCES	Subject: Arts & Humanities	3-5
Benchmark Assessment 2		
Instructional Timeline: 2 nd nine weeks		
Topic(s): Patriotism, Native American, Christmas		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>2.AH-P-HA: Humanity in the Arts</p> <p>A.AH-P-HA-U: Enduring Knowledge</p> <p>AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.</p> <p>AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>AH-P-HA-S-Mu1: begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p>	<p>AH-P-HA-U-1:</p> <p>AH-P-HA-U-2:</p> <ul style="list-style-type: none"> I can associate artworks they experience or create with the Colonial American period in history; describe how the art of the American Colonies reflects the Colonial American time period. <p>AH-P-HA-S-Da1:</p> <p>AH-P-HA-S-DT1:</p> <ul style="list-style-type: none"> I can explore a variety of dramatic works. The students will begin to develop an awareness of the purposes for which artworks are created (artistic expression). Students will identify possible criteria for evaluating dramatic works. <p>AH-P-HA-S-Mu1:</p> <ul style="list-style-type: none"> I can begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures. 	<ul style="list-style-type: none"> patriotic colonial America Native American ceremonial dance ballet artistic dance

<p><u>AH-P-HA-S-Da1</u>: begin to associate dances they observe or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how dances reflect the cultures</p> <p><u>AH-P-HA-S-DT1</u>: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures</p> <p><u>AH-P-HA-S-VA1</u>: begin to associate artworks they experience or create with specific cultures (Native American, Appalachian, West African); describe in simple terms how the art of these cultures reflects the cultures</p> <p><u>3.AH-P-PCA</u>: Purposes for Creating the Arts</p> <p><u>AH-P-PCA-S-Mu1</u>: begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><u>AH-P-PCA-S-Da1</u>: begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression)</p>	<p><u>AH-P-PCA-S-Mu1</u>:</p> <ul style="list-style-type: none"> • I can begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression). <p><u>AH-P-PCA-S-Da1</u>:</p> <ul style="list-style-type: none"> • I can begin to develop an awareness of the purposes for which dance is created (e.g., ceremonial, recreational, artistic expression). 	
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School: CCES	Subject: Arts & Humanities	3-5
Benchmark Assessment 3		
Instructional Timeline: 3 rd nine weeks		
Topic(s): Elements of Visual Arts		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p><u>E.AH-P-SA-S-VA:</u> Skills and Concepts – Visual Arts</p> <p><u>AH-P-SA-S-VA1:</u> begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology</p> <p><u>AH-P-SA-S-VA2:</u> use the elements of art and principles of design in creating artworks independently and with others</p> <p><u>AH-P-SA-S-VA3:</u> explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks</p>	<ul style="list-style-type: none"> • <u>AH-P-SA-S-VA1:</u> I can recognize and describe elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology • <u>AH-P-SA-S-VA2:</u> I can use the elements of art and principles of design in creating artworks independently and with others • <u>AH-P-SA-S-VA3:</u> I can explore, describe and compare elements of art (e.g., line, shape, form, texture, primary and secondary colors, color schemes) and principles of design (e.g., focal point, pattern, balance, contrast) in two and three dimensional artworks 	<ul style="list-style-type: none"> • line • shape • form • texture • color • primary • secondary • color schemes • emphasis • pattern • balance • contrast

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School: CCES	Subject: Arts & Humanities	3-5
Benchmark Assessment 4		
Instructional Timeline: 4 th nine weeks		
Topic(s): Kentucky Heritage		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>5.AH-P-IAA: Interrelationships Among the Arts</p> <p>5.AH-P-IAA: Interrelationships Among the Arts</p> <p>AH-P-IAA-U-1: the arts are basic forms of human communication.</p> <p>AH-P-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.</p> <p>AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.</p> <p>AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.</p> <p>AH-P-IAA-S-3: identify and explain connections between and among</p>	<p>AH-P-IAA-U-2:</p> <ul style="list-style-type: none"> I can create an artwork that represents a particular culture. <p>AH-P-IAA-U-3:</p> <ul style="list-style-type: none"> I can respond to artwork that others create. <p>AH-P-IAA-S-5:</p> <ul style="list-style-type: none"> I can explain who artworks influence our daily lives. <p>AH-P-IAA-S-4:</p> <ul style="list-style-type: none"> I can begin to understand how artworks have influenced our cultures. 	<ul style="list-style-type: none"> culture Appalachia

different art forms from the same culture or from the same time period

AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, reading music and reading words, composing music and writing)

AH-P-IAA-S-5: communicate common meaning through creating and performing in the four art forms

