Teacher: Mrs. Schuette Mrs. Stults	Subject: Arts and Humanities		**Traditional Appalachian Unit**		Culture

KY Core Content **Standards**	**Learning Target**	**Procedures/Activities**
Early Primary (K – 2): AH-EP-1.3.1 Students will observe dramatic productions and describe literary elements using drama/theatre terminology. AH-EP-1.3.3 Students will identify a variety of creative dramatics. **3rd Grade:** AH-EP-1.2.1 Students will observe dance/movement and describe elements and movements using terminology. AH-EP-1.2.2 Students will observe define and describe locomotor and nonlocomotor movements.	*Kindergarten /First Grade* (header row)	
	Kindergarten- I will learn about tone and inflection. *First grade-I will learn about tone and inflection.*	**K-** Students have been preparing for Storybook Night at SES. We will discuss tone and inflection using a simple phrase to help students understanding of different tones. They will be asked to model different ways of saying, "it's snowing" for the class. After we model the different emotions we could portray through our tone, students will have the opportunity to practice lines from their story for storybook night (Capps For Sale). Once students have time to rehearse they will be reminded of the guidelines for auditions and review tone and inflection, **1st-** Students have been preparing for Storybook Night at SES. We will discuss tone and inflection using a simple phrase to help students understanding of different tones. They will be asked to model different ways of saying, "it's snowing" for the class. After we model the different emotions we could portray through our tone, students will have the opportunity to practice lines from their story for storybook night (Where the Wild Things are). Once students have time to rehearse they will be reminded of the guidelines for auditions and review tone and inflection,
4th Grade: AH-04-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history (Appalachian). **5th Grade:** AH-05-2.4.1 Students will describe or explain how visual art has been a part of cultures throughout history (Traditional Appalachian). AH-05-3.4.1 Students will describe or explain how art fulfills a variety of purposes (Narrative). AH-05-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three dimensional (3-D) artwork.	*2nd grade* (header row)	
	I will learn about tone and inflection.	Students have been preparing for Storybook Night at SES. We will discuss tone and inflection using a simple phrase to help students understanding of different tones. They will be asked to model different ways of saying, "it's snowing" for the class. After we model the different emotions we could portray through our tone, students will have the opportunity to practice lines from their story for storybook night (Alexander and the Terrible, Horrible, No Good, Very Bad Day). Once students have time to rehearse they will be reminded of the guidelines for auditions and review tone and inflection,
	3rd grade (header row)	
	I will learn about Appalachian dancing by getting see and try clogging.	We will begin class by discussing dance and the importance of dance in the Appalachian Culture. Students will be introduced to simple clogging steps through a Youtube video. Using this video students will be asked to make observations about the movements the dancers are making. After students have an idea of what clogging steps look like, Mrs. Stults will model some clogging steps while having the students keep a steady beat. Once the students have the chance to see clogging, they will have the opportunity to try some of the dance steps while standing next to their seat. If time allows students will get to try a simplified clogging version of the Cotton Eyed Joe.

AH-05-4.4.1 Students will create artwork using the elements of art and principles of design.		
Essential Vocabulary		
Kindergarten – Tone & Inflection 1st grade – Tone & Inflection 2nd grade – Tone & Inflection 3rd grade – Clogging, Appalachian Culture, & Dance 4th grade – Tone, Inflection, Appalachian Culture, Storytelling, & Drama 5th grade - Appalachian culture	*4th grade*	
	I will study Appalachian drama, storytelling and the importance of Jack Tales.	We will begin class by talking about Appalachian drama (storytelling). We will explain that Appalachian storytellers are most well known for their Jack Tales and that these stories are an oral tradition that is passed down from one family member to another. Students will get to view a storytelling describing the adventure of Jack and Auntie Ugly. Students at the end of the video will have to identify ways the storyteller made the story more interesting or more fun to watch/listen too.
	5th grade	
	I will create a piece of folk art inspired by traditional Appalachian folk art (quilt squares).	Students will be introduced to traditional Appalachian culture through their culture Monday rotation. We will review some key points about the Appalachian culture: why we study the Appalachian culture, how most of their artwork was made, and what is folk art. I will then present a powerpoint on Appalachian quilting. I will explain to students that we are going to be making a piece of folk art inspired by the functional art made in traditional Appalachian culture. Students are going to be making quilt squares, much like the ones we saw in the powerpoint.

1. Students will first have to design their quilt square using traditional patterns. They will design their quilt using paper with a grid on it.
2. Once they finish their design they will transfer it onto their insulation board that will already be cut into one square foot.
3. After they transfer their pattern onto their square, they will be able to cut their design into their board. They will only cut halfway into the board.
4. Next, students will take fabric and tuck it into the cuts they made on the board.
5. When they finish we will hot glue the fabric edges around their board.

Once students finish their quilt square they will assess their folk art and complete a unit assessment on a culture Monday rotation.

Today will be spent giving students more time to work on their quilt squares. Students are not ready to assess their work. |