

Teacher Stacey Stults and Ashley Gabhart	Subject Arts and Humanities	Friday, August 14 & Monday August 17, 2015	Art & Music Intro.
KY Core Content Standards	Learning Target	Procedures/Activities	
<p>5th grade-AH-5-PA-S-VA1 Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design. AH-5-SA-S-Mu1: recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology AH-5-SA-S-Mu3: listen to and explore how changing different elements results in different musical effects AH-5-PCA-S-Mu2: create new, listen to, choose and perform music to fulfill a variety of specific purposes AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. K- 3rd grade-AH-P-PA-S-VA1 Students will be actively involved in creating and artworks. AH-P-SA-S-Mu3: listen to and explore how changing elements results in different musical effects AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. 1</p>		5th and 4th	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain what the Stingray ways look and sound like in combined arts and humanities • Create a piece of art showing what pictures and emotions are created by music that I hear • Explain how music effects mood, emotion and ideas
	3rd and 2nd		<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain what the Stingray WAYS look and sound like in combined arts and humanities • Create a piece of art showing what pictures and emotions are created by music that I hear • Explain how music effects mood, emotion and ideas
	1st	<p>I will be able to:</p> <ul style="list-style-type: none"> • Explain what the Stingray WAYS look and sound like in combined arts and humanities • Demonstrate how music makes a picture in my head and changes emotions by drawing what I see and feel 	<p>Introductions, Rules chant Procedures and expectations for combined classes, voice levels Why combine on Mondays?</p> <p>The students will listen to a movie clip with instrumental music only. They will visualize a possible scene from a movie based on the way the music makes them feel or the pictures that are formed in their minds while listening. We will discuss their ideas as a large group. They will draw a picture with crayons of their thoughts. They will discuss their art and ideas in small groups at their table Students will see the actual movie clip. We will discuss and compare as a large group.</p>
	Essential Vocabulary		

	<p>I will be able to:</p> <ul style="list-style-type: none"> • Say the music and art rule's chant with movement • Show how music makes me feel with my body • Draw a picture that matched the music I hear 	<p>Introductions, Rules chant Procedures and expectations for combined classes, voice levels Why combine on Mondays?</p> <p>The students will listen to a variety of instrumental selections. They will show with movement how the music makes them feel (slow – sad, happy – bouncy, etc) The students will hear a piece of music and we will discuss as a class what we think would be happening during this music (the teacher will hear volunteer ideas and give examples). We will decide as a class on a picture to draw that would match the music.</p>