North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Graphic Organizers for the *North Carolina Arts Education Essential Standards*

What is the purpose of this tool?
These visual representations assist the student in organizing abstract "big picture" information that is new, overwhelming or misunderstood. Research supports the utilization of graphic organizers as a contributing factor in improving student performance. The examples are to model varied organizers and their use in provoking student engagement, organization, and understanding, thus equipping the teacher with the knowledge to develop and use such tools effectively with the new standards. By providing these examples, DPI is creating a foundation for teachers to shift the focus from merely classroom instruction to also include student learning.

What is in the tool?
The instructional tool uses straightforward (clear) models/examples that can be used in the classroom in alignment with the new standards. The tool speaks directly to teachers and holds high expectations for teachers' ability to understand the use of the tool as a mechanism for differentiating instruction.

How do I send feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?
All standards are located at http://www.ncpublicschools.org/acre/standards/.

Where are the supporting documents and resources that accompany the standards?
The *Arts Education Essential Standards* wiki at http://ances.ncdpi.wikispaces.net/ includes links to standards, tools, resources, and professional development materials specific to Arts Education.

CONTENTS

Introduction

The materials in this document are intended to provide examples of how graphic organizers may be used to help students understand and organize concepts, and to assist them with recording and documenting their understandings. The intent of these samples is to provide a springboard from which teachers may modify, adapt, or create new organizers to assist students with their understanding of the *North Carolina Arts Education Essential Standards*.
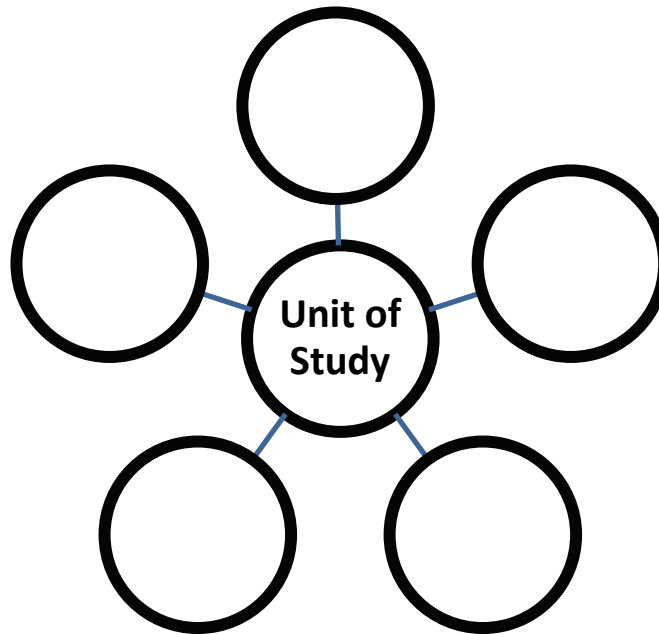
The first three graphic organizers provide links with the arts to history and culture. These samples may be used with various art forms and across content areas. Three completed examples are included for the first two organizers – early elementary dance, upper elementary visual art, and middle grades music. Ideally, they will be used by both arts education and general education teachers in multi-disciplinary instruction to help students transfer and apply their understanding across the curriculum. The fourth organizer was designed for use at the high school level and focuses on helping students see connections through the lens of cultural influences. The last two graphic organizers may be used in multiple grade levels and disciplines to make connections with the creative process and to build conceptual understanding of the elements within each of the arts education disciplines: dance, music, theatre arts, and visual arts.
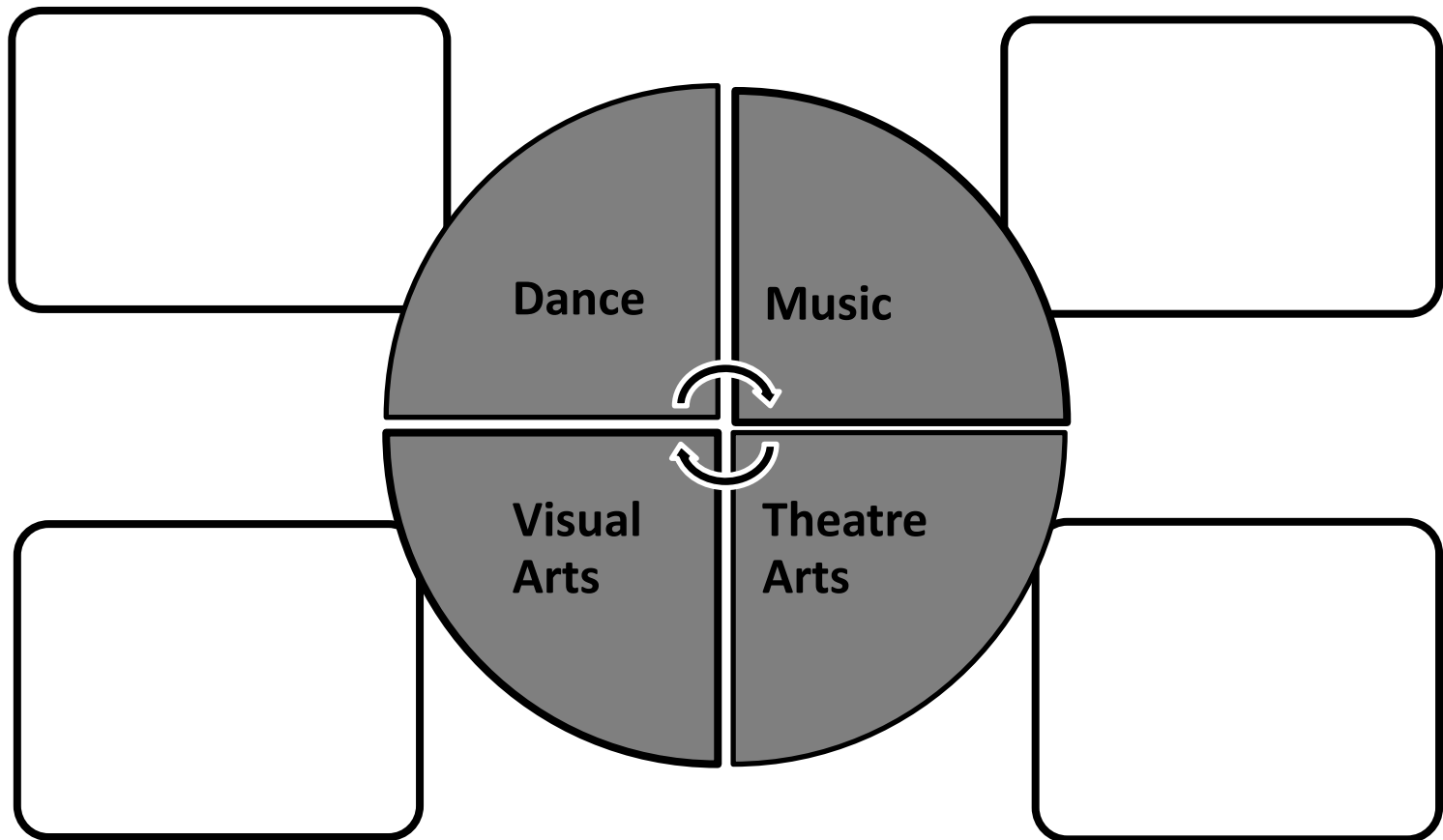
HISTORY AND CULTURE

Connections between the Arts and Social Studies

History and Culture Organizers: The graphic organizers for history and culture are intended to be used together to help students think across disciplines. The first one is designed for use in the arts education classroom to help students make connections to history and culture. The second is intended to be used in the general education or social studies classroom, and is intended to help students make connections between social studies and each of the four arts disciplines. Generic organizers are shown on pages four and five, followed by completed examples for early elementary, upper elementary, and middle grades.

General Arts Education Uses: This graphic organizer can be used as students learn about and make connections between history, culture, and the art-making that occurs in each of the art disciplines of dance, music, theatre arts, and visual arts. For instance, this organizer might be used in a dance classroom to explore cultural connections with clogging, shag, or modern dance, in a music classroom for recognizing traditional instruments in different types of music, such as bluegrass, beach music, or the symphony, in the visual arts classroom for pottery, textile arts, or master works, or in the theatre arts classroom for storytelling, via professional theatre, folk traditions, or outdoor symphonic drama.

Unit of Study

General Education and/or Social Studies Classroom Uses: Many opportunities exist to study the importance of the arts in North Carolina history, culture, and traditions in dance, music, theatre arts, and visual arts. The graphic organizer below might be used in the general education classroom to help students see and make connections among the various art forms and social studies content. As students study these traditions in the general 4th grade classroom, they might learn more about the art forms by reading books, bringing in a guest artist to the classroom, or watching video segments. They might illustrate their understanding of concepts by writing a paragraph, creating a living museum, creating a travel brochure, etc. The graphic that follows illustrates sample styles, artists, and places where these various art forms may be found in NC:

Dance   Music

Visual Arts   Theatre Arts

EXAMPLE 1

Early Elementary

1st Grade - Arts in Culture

1st Grade - Arts in Culture
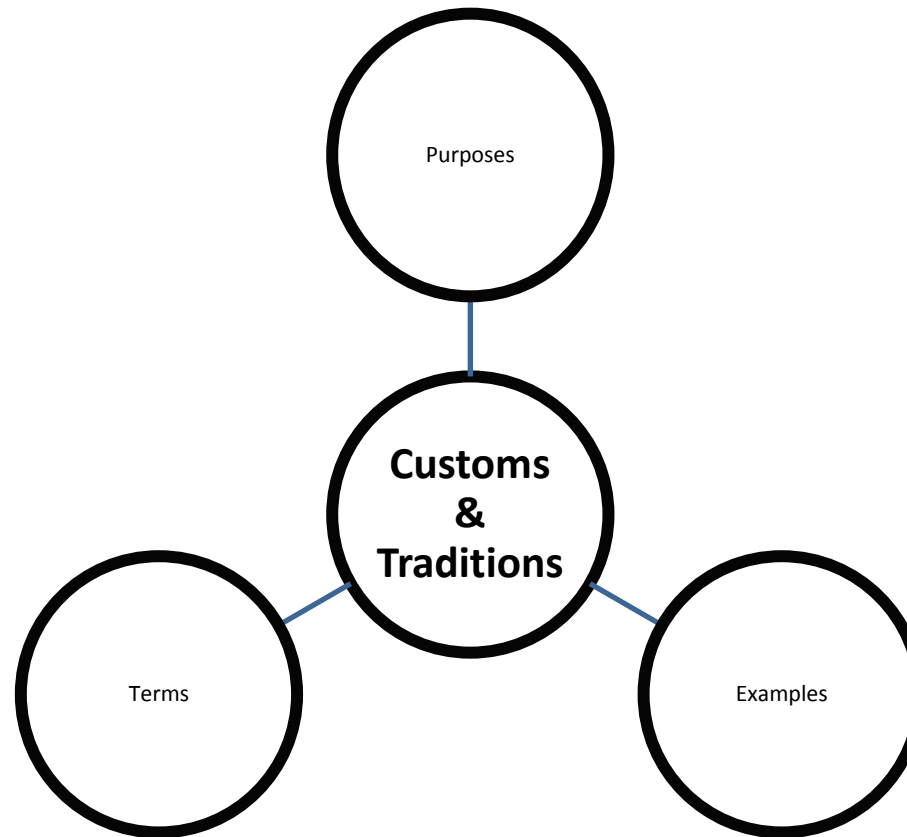
Purpose: This graphic organizer is intended to be used throughout a unit of study or even throughout the entire academic year, focusing on the role of the arts in relation to history and culture. It may be used with multiple lessons over time, and as both a pre- and post-assessment of student learning. This sample connects specifically to dance, but the unit should ideally be developed as an interdisciplinary unit with arts educators and general education teachers working together to address standards from each of the

arts disciplines as well as standards from social studies, English language arts, or additional content areas where connections naturally exist.

Description: At the center of the graphic is the topic, or art form, that focuses the unit. The additional circles that diverge from the center indicate terms, examples, and purposes for dance, which serves as a springboard for connecting the art to history, culture, and traditions.

Connection to Standards: This example addresses the following Clarifying Objective from the 1st grade *North Carolina Dance Essential Standards*:

> **1.C.1.1** Recognize how dance is used in customs and traditions of various cultures.

In addition to the focus on 1.C.1.1, other dance standards that may be addressed within the context of this unit include:

- **Creation and Performance**: Students create movement that expresses words, ideas, experiences, and feelings. (1.CP.1.4) Create dance movement using elements of movement (body, time, space, energy). (1.CP.1.1)
- **Dance Movement Skills**: Students contrast basic locomotor and non-locomotor movements (1.DM.1.3)
- **Responding**: Students may explain movement skills and elements observed in dances performed by peers. (1.R.1.1).

This example also addresses the following Clarifying Objectives from the 1st grade *North Carolina Social Studies Essential Standards*:

- **Social Studies 1.H.1.2:** Explain the importance of folklore and celebrations and their impact on local communities.
- **Social Studies 1.C.1.1:** Compare the languages, traditions, and holidays of various cultures.

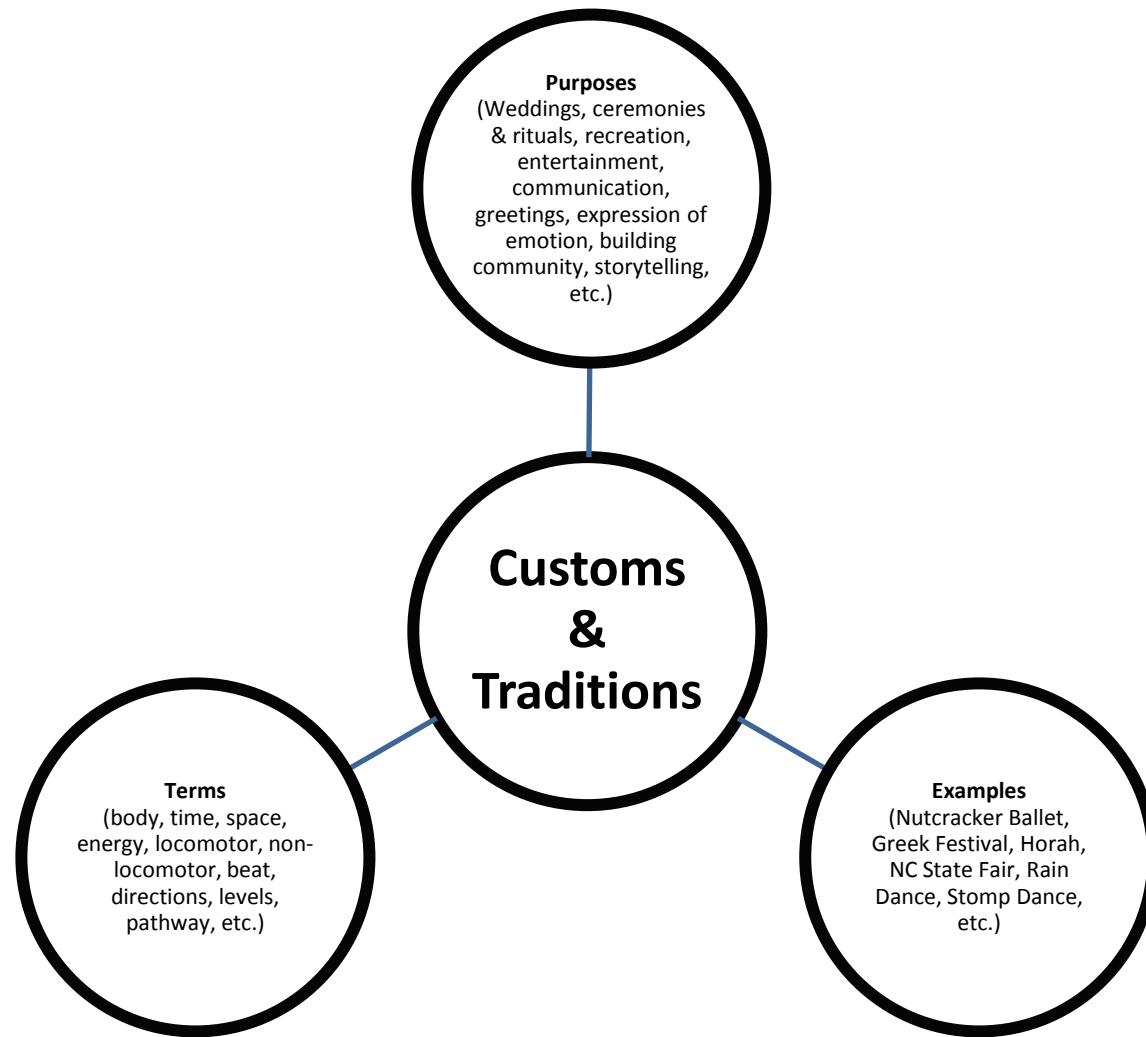**Resources**:

- *NC Arts Education Essential Standards*
- *NC Social Studies Essential Standards*
- *The Framework for 21st Century Skills (http://www.21stcenturyskills.org)*

- Dance Heritage Coalition - http://www.danceheritage.org/
- ArtsEdge - http://artsedge.kennedy-center.org/educators.aspx
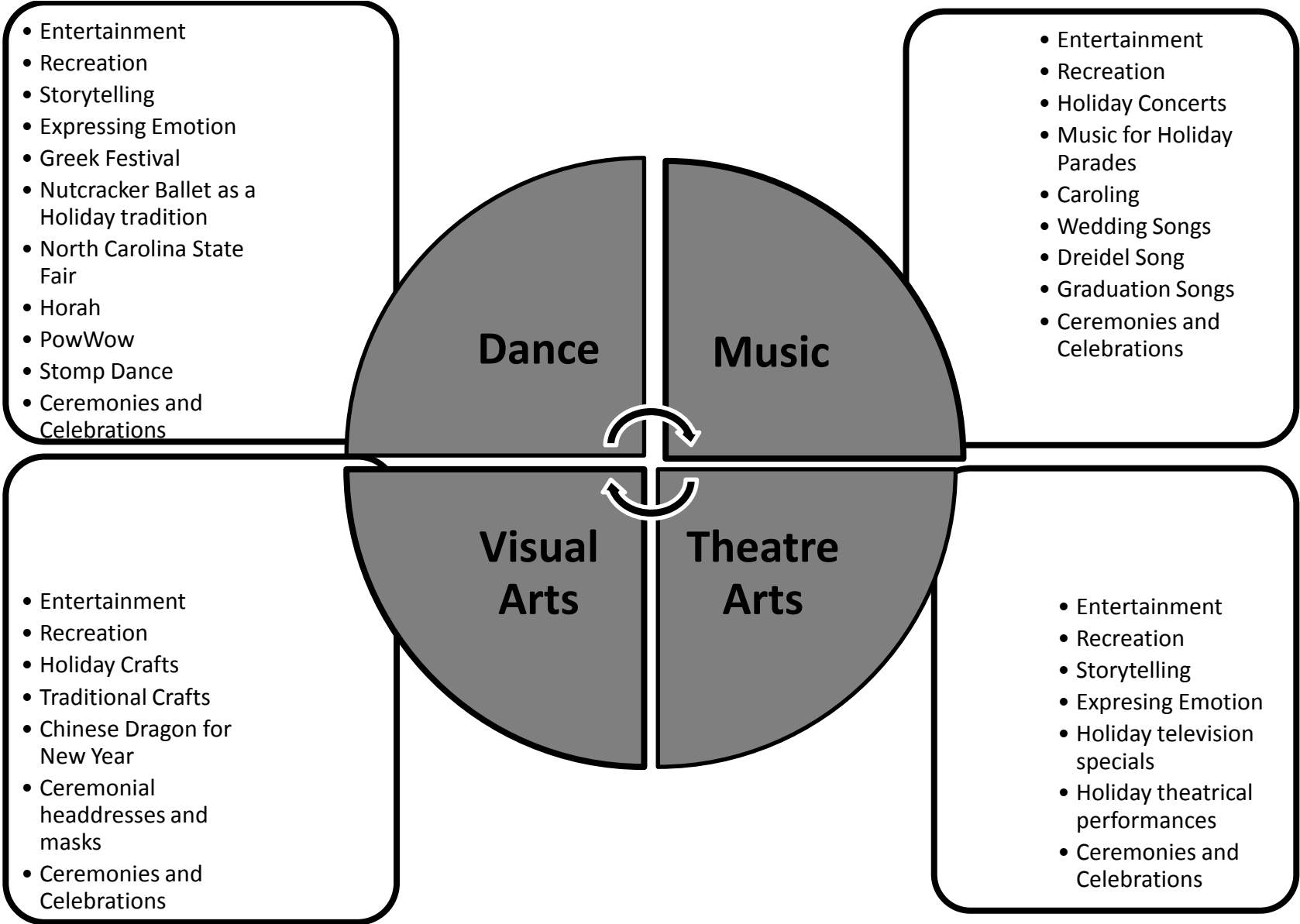- Thinkfinity - http://www.thinkfinity.org/

Dance Classroom Use: This graphic organizer may be used for a multi-week 1st grade unit where students engage in the process of creating dance and learning dance movement skills while studying the history and culture of the art form and critiquing their own dances as they engage in standards from the Creation and Performance, Dance Movement Skills, Responding, and Connecting strands of the *North Carolina Dance Essential Standards (2010)*.

At the beginning of the unit, students brainstorm to complete the surrounding bubbles of the graphic organizer based on what they already know. A large classroom visual should be completed so the entire class can see the collective contributions of the group. This activity will allow the teacher to quickly assess students' prior knowledge and will set the stage for students to ask questions, seek information, and make connections as they discuss what they know and what they learn as they progress through the unit. Save the beginning example as a pre-assessment to compare to learning at the end of the unit.

Place the large visual of the partially complete graphic in the dance classroom (this could be done in hard copy or by using a smart board and saving electronically so that each class has its own visual to reference). Encourage students to look for examples of dance used for customs and traditions that they might see outside of school and share with the class so that they can be added to the graphic organizer, using these personal connections as a basis for further discussion and exploration. For example, dance is an important part of the customs, traditions, and celebrations of many cultures. It is used for many purposes, including weddings, ceremonies and rituals, recreation, entertainment, communication, greeting, and expression of feelings. Over time, students should be exposed to many examples and these should be added to the graphic organizer as they are studied. At the end of the unit, this graphic organizer may be completed again as a post-assessment of the students' understanding of the history, culture, and traditions associated with dance in customs and traditions. Completed organizers might include information such as indicated below:

Purposes
(Weddings, ceremonies & rituals, recreation, entertainment, communication, greetings, expression of emotion, building community, storytelling, etc.)

Customs & Traditions

Terms
(body, time, space, energy, locomotor, non-locomotor, beat, directions, levels, pathway, etc.)

Examples
(Nutcracker Ballet, Greek Festival, Horah, NC State Fair, Rain Dance, Stomp Dance, etc.)

General Education Classroom Uses: Many opportunities exist to study the importance of the arts in customs and traditions. The graphic organizer below might be used in the general education classroom to help students see and make connections among the various art forms and social studies content. As students study these traditions in the general 1st grade classroom, they might learn more about the art forms by reading books, bringing in a guest artist to the classroom, participating in arts activities, or watching video segments. They might illustrate their understanding of concepts by writing a paragraph, creating simulations of customs and traditions, creating a poster or diorama, etc. The graphic that follows illustrates sample examples and purposes for each of the arts.

- Entertainment
- Recreation
- Storytelling
- Expressing Emotion
- Greek Festival
- Nutcracker Ballet as a Holiday tradition
- North Carolina State Fair
- Horah
- PowWow
- Stomp Dance
- Ceremonies and Celebrations

- Entertainment
- Recreation
- Holiday Concerts
- Music for Holiday Parades
- Caroling
- Wedding Songs
- Dreidel Song
- Graduation Songs
- Ceremonies and Celebrations

Dance   **Music**

Visual Arts   **Theatre Arts**

- Entertainment
- Recreation
- Holiday Crafts
- Traditional Crafts
- Chinese Dragon for New Year
- Ceremonial headdresses and masks
- Ceremonies and Celebrations

- Entertainment
- Recreation
- Storytelling
- Expresing Emotion
- Holiday television specials
- Holiday theatrical performances
- Ceremonies and Celebrations

EXAMPLE 2

Upper Elementary

4th Grade - Arts in Culture

4th Grade - Arts in Culture
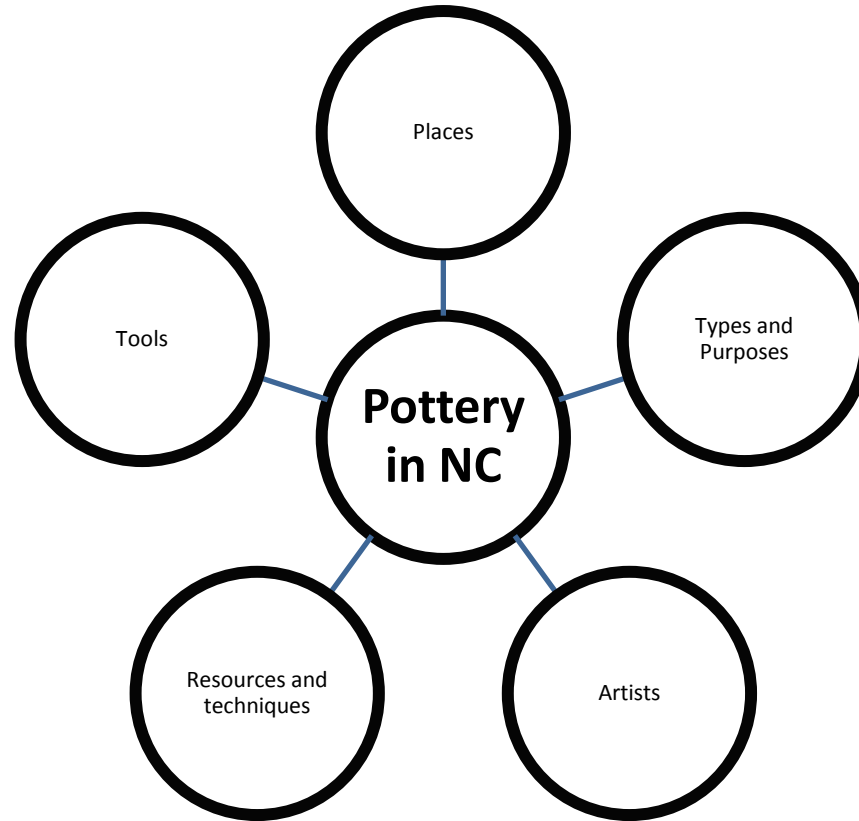
```
        Places

Tools            Types and
                 Purposes
        Pottery
        in NC

Resources and    Artists
techniques
```

Purpose: This graphic organizer is intended to be used throughout a unit of study focusing on the role of the arts in relation to history and culture. It may be used with multiple lessons over time, and as both a pre- and post-assessment of student learning. This sample connects specifically to the visual arts, but the unit should ideally be developed as an interdisciplinary unit with arts educators and general education teachers working together to address standards from each of the arts disciplines as well as standards from social studies, English language arts, or additional content areas where connections naturally exist.

Description: At the center of the graphic is the topic, or art form, that focuses the unit. The additional circles that diverge from the center indicate examples of places, types and purposes, resources and techniques, artists, and tools that might be found in the culture of North Carolina, which serves as a springboard for connecting the art to history, culture, and traditions.

Connection to Standards: This example addresses the following Clarifying Objective from the 4th grade *North Carolina Visual Arts Essential Standards*:

> **4.CX.1.1** Understand how the visual arts have affected, and are reflected in, the culture, history, and traditions of North Carolina.

In addition to the focus on 4.CX.1.1, other visual arts standards that may be addressed within the context of this unit include:

- **Contextual Relevancy**: Students engage in discussions and explorations about key contributions of NC artists in history (4.CX.1.2); explain how place and time influence ideas, issues, and themes found in art (4.CX.1.4); and analyze the effects of the geographic location and physical environment on the media and subject matter of NC art and artists (4.CX.1.5).
- **Visual Literacy**: Students use ideas and imagery from North Carolina as sources for creating art (4.V.3.1) and create original pottery (4.V.3.3).
- **Critical Response**: Students may critique their own art (pottery) based on given criteria (4.CR.1.2).

This example also addresses the following Clarifying Objectives from the 4th grade *North Carolina Social Studies Essential Standards*:

- **Social Studies 4.C.1.1:** Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).
- **Social Studies 4.C.1.2:** Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.
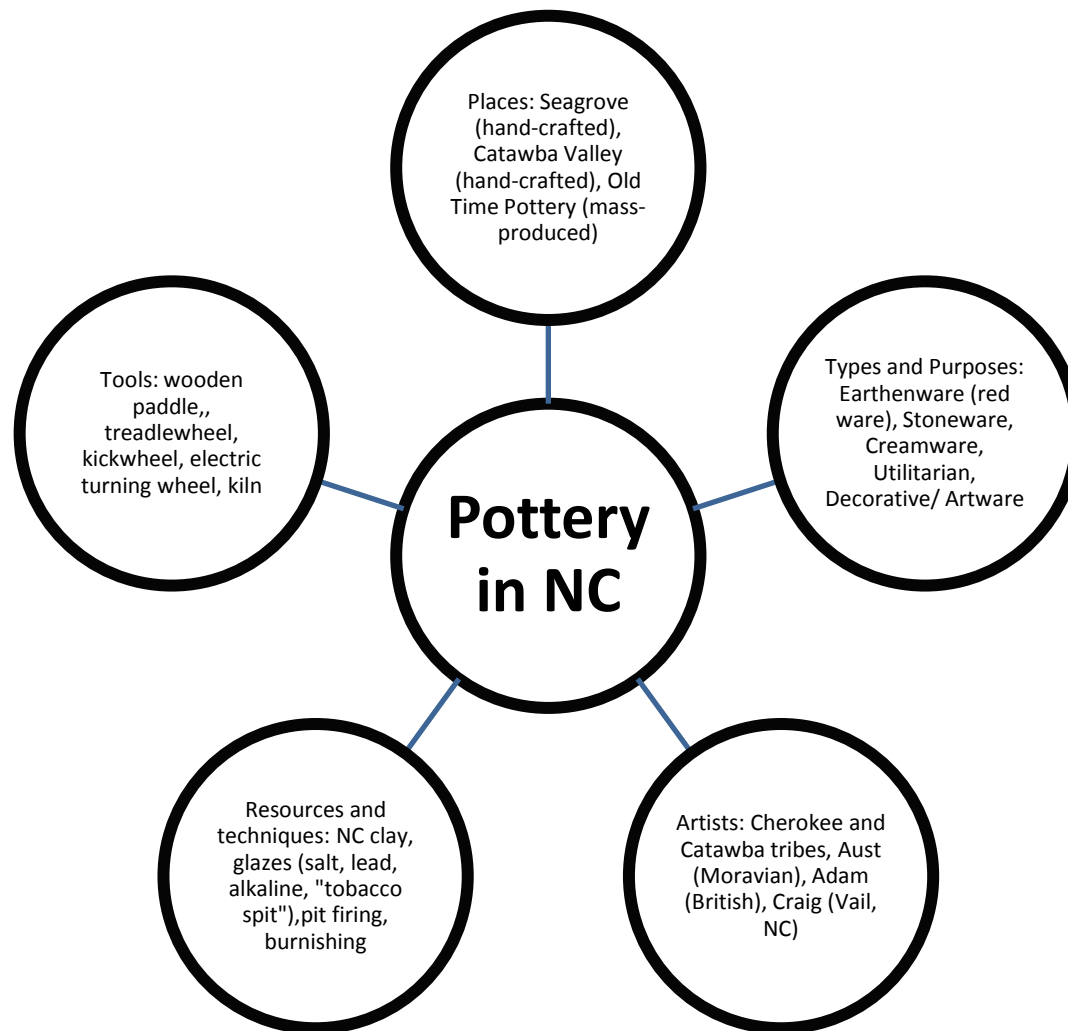
Resources:

- *NC Arts Education Essential Standards*
- *NC Social Studies Essential Standards*
- *The Framework for 21st Century Skills (http://www.21stcenturyskills.org)*

- Seagrove Area Potters Association - http://www.discoverseagrove.com/
- North Carolina Treasures: Craft History - http://www.unctv.org/nctreasures/pottery1.html
- North Carolina Folk/Traditional Arts (NC Arts Council) - http://www.ncarts.org/freeform_scrn_template.cfm?ffscrn_id=68
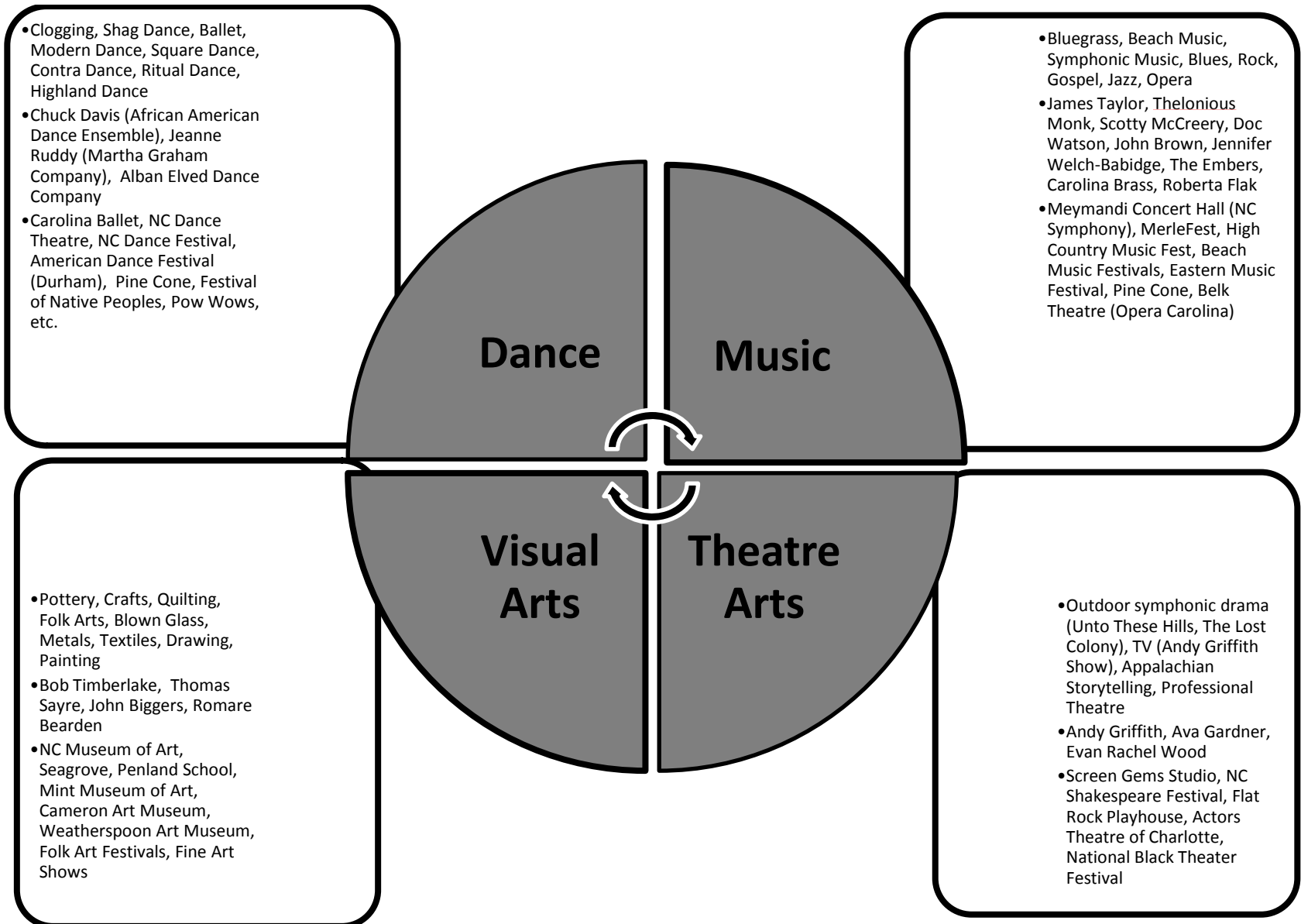
Visual Arts Classroom Use: This graphic organizer may be used for a multi-week 4th grade unit where students engage in the process of making pottery while studying the history and culture of the art form and critiquing their own art as they engage in standards from the Visual Literacy, Contextual Relevancy, and Critical Response strands of the *North Carolina Visual Arts Essential Standards (2010)*.

At the beginning of the unit, students work in groups and complete the surrounding bubbles of the graphic organizer based on what they already know. The small groups can share out with the class as a large classroom visual is completed so the entire class can see the collective contributions of the group. This activity will allow the teacher to quickly assess students' prior knowledge and will set the stage for students to ask questions, seek information, and make connections as they discuss what they know and what they learn as they progress through the unit. Save the beginning example as a pre-assessment to compare to learning at the end of the unit.

Place the large visual of the partially complete graphic in the visual arts classroom (this could be done in hard copy or by using a smart board and saving electronically so that each class has its own visual to reference). Encourage students to look for examples of pottery that they might see outside of school and share with the class so that they can be added to the graphic organizer, using these personal connections as a basis for further discussion and exploration. For example, Seagrove is an area in the piedmont region of North Carolina that is known for pottery and has a rich tradition of hand-crafted pottery. This tradition of hand-crafted pottery is also seen throughout the Mountain region of North Carolina. Students can examine the historical origins and how the settlement of people is reflected in NC pottery traditions, from the centuries old techniques of the Cherokee and Catawba tribes in Western NC, to the traditions of the NC British potters and the introduction of Moravian cream ware. Students can study how pottery has evolved based on need and new technologies and uses and how various cultures are reflected through artistic expression in NC pottery. As students explore sources of pottery in the state, they learn about the historical and cultural significance, influence, materials, techniques, and evolution, and apply the styles of particular artists in the creation of their own pottery. An important aspect of this study is for the student to understand the concepts of origins and authenticity, recognizing the difference between hand-crafted pottery by an artist, mass-produced pottery, and how the evolution of glassware created a need for more decorative pottery. At the end of the unit, this graphic organizer may be completed by individual students as a post-assessment of the students' understanding of the history, culture, and traditions associated with NC pottery. Completed organizers might include information such as indicated in the example that follows:

Places: Seagrove (hand-crafted), Catawba Valley (hand-crafted), Old Time Pottery (mass-produced)

Tools: wooden paddle,, treadlewheel, kickwheel, electric turning wheel, kiln

Pottery in NC

Types and Purposes: Earthenware (red ware), Stoneware, Creamware, Utilitarian, Decorative/ Artware

Resources and techniques: NC clay, glazes (salt, lead, alkaline, "tobacco spit"),pit firing, burnishing

Artists: Cherokee and Catawba tribes, Aust (Moravian), Adam (British), Craig (Vail, NC)

General Education Classroom Uses: Many opportunities exist to study the importance of the arts in North Carolina history, culture, and traditions in dance, music, theatre arts, and visual arts. The graphic organizer below might be used in the general education classroom to help students see and make connections among the various art forms and social studies content. As students study these traditions in the general 4th grade classroom, they might learn more about the art forms by reading books, bringing in a guest artist to the classroom, or watching video segments. They might illustrate their understanding of concepts by writing a paragraph, creating a living museum, creating a travel brochure, etc. The graphic that follows illustrates sample styles, artists, and places where these various art forms may be found in NC.
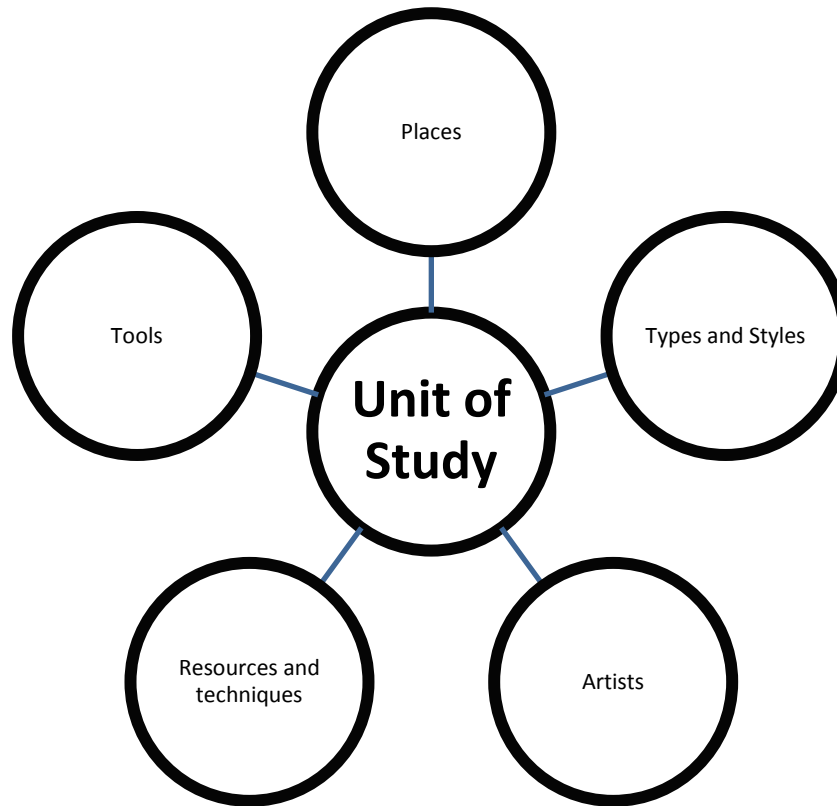
- Clogging, Shag Dance, Ballet, Modern Dance, Square Dance, Contra Dance, Ritual Dance, Highland Dance
- Chuck Davis (African American Dance Ensemble), Jeanne Ruddy (Martha Graham Company), Alban Elved Dance Company
- Carolina Ballet, NC Dance Theatre, NC Dance Festival, American Dance Festival (Durham), Pine Cone, Festival of Native Peoples, Pow Wows, etc.

- Bluegrass, Beach Music, Symphonic Music, Blues, Rock, Gospel, Jazz, Opera
- James Taylor, Thelonious Monk, Scotty McCreery, Doc Watson, John Brown, Jennifer Welch-Babidge, The Embers, Carolina Brass, Roberta Flak
- Meymandi Concert Hall (NC Symphony), MerleFest, High Country Music Fest, Beach Music Festivals, Eastern Music Festival, Pine Cone, Belk Theatre (Opera Carolina)

Dance

Music

Visual Arts

Theatre Arts

- Pottery, Crafts, Quilting, Folk Arts, Blown Glass, Metals, Textiles, Drawing, Painting
- Bob Timberlake, Thomas Sayre, John Biggers, Romare Bearden
- NC Museum of Art, Seagrove, Penland School, Mint Museum of Art, Cameron Art Museum, Weatherspoon Art Museum, Folk Art Festivals, Fine Art Shows

- Outdoor symphonic drama (Unto These Hills, The Lost Colony), TV (Andy Griffith Show), Appalachian Storytelling, Professional Theatre
- Andy Griffith, Ava Gardner, Evan Rachel Wood
- Screen Gems Studio, NC Shakespeare Festival, Flat Rock Playhouse, Actors Theatre of Charlotte, National Black Theater Festival

EXAMPLE 3

Middle Grades

8th Grade - Arts in Culture

8th Grade - Arts in Culture

Places

Tools

Types and Styles

Unit of Study

Resources and techniques

Artists

Purpose: This graphic organizer is intended to be used throughout a unit of study focusing on the role of the arts in relation to history and culture. It may be used with multiple lessons over time, and as both a pre- and post-assessment of student learning. The sample provided connects specifically to music, but the unit should ideally be developed as an interdisciplinary unit with arts educators and general education teachers working together to address standards from each of the arts disciplines as well as standards from Social Studies, English language arts, or additional content areas where connections naturally exist.

Description: At the center of the graphic is the topic, or art form, that focuses the unit. The additional circles that diverge from the center indicate examples of places, types and purposes, resources and techniques, artists, and tools that might be found in the culture of North Carolina, which serves as a springboard for connecting the art to history, culture, and traditions.

Connection to Standards: This example addresses the following Clarifying Objective from the 8th grade *North Carolina Music Essential Standards*:

> **8.CR.1.1** Understand the role of music in North Carolina and the United States in relation to history and geography.

In addition to the focus on 8.CR.1.1, other music standards that may be addressed within the context of this unit include:

- **Contextual Relevancy**: Students engage in discussion and explorations about relationships between music and concepts from other areas; (8.CR.1.2) and laws regarding the proper access, use, and protection of music. (8.CR.1.3)
- **Musical Literacy**: Students may explore rhythmic and melodic improvisation based on pentatonic or blues scales, pentatonic melodies, and/or melodies in major keys as they create Jazz music; (8.ML.3.1) and integrate the fundamental techniques (such as posture, playing position, breath control, fingerings, and bow/stick control) necessary to sing and/or play an instrument. (8.ML.1.2)
- **Musical Response**: Students may evaluate their own performances, compositions, and musical ideas using a specified set of criteria (such as tone quality, intonation, blend/ balance, technique, musical effect, interpretation, and diction); (8.MR.1.3) as well as listening to and analyzing recorded music (jazz) as they identify principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and appropriate music terminology. (8.MR.1.2)

This example also addresses the following Clarifying Objectives from the 8th grade *North Carolina Social Studies Essential Standards*:

- **Social Studies 8.C.1.1:** Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).
- **Social Studies 8.C.1.3:** Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

Resources:

- NC Arts Education Essential Standards
- NC Social Studies Essential Standards

- Jazz at Lincoln Center, Jazz for Young People - http://www.jalc.org/jazzed/j4yp_curr/#/welcome
- National Endowment for the Arts Jazz in the Schools - http://www.neajazzintheschools.org/program/index.php?uv=s

Music Classroom Use: This graphic organizer may be used for a multi-week 8t[h] grade unit where students engage in the process of creating jazz while studying the history and culture of the art form and critiquing their own music and analyzing jazz music as they engage in standards from the Musical Literacy, Contextual Relevancy, and Musical Response strands of the *North Carolina Music Essential Standards (2010)*.

At the beginning of the unit, students work in groups and complete the surrounding bubbles of the graphic organizer based on what they already know. The small groups can share out with the class as a large classroom visual is completed so the entire class can see the collective contributions of the group. This activity will allow the teacher to quickly assess students' prior knowledge and will set the stage for students to ask questions, seek information, and make connections as they discuss what they know and what they learn as they progress through the unit. Save the beginning example as a pre-assessment to compare to learning at the end of the unit.
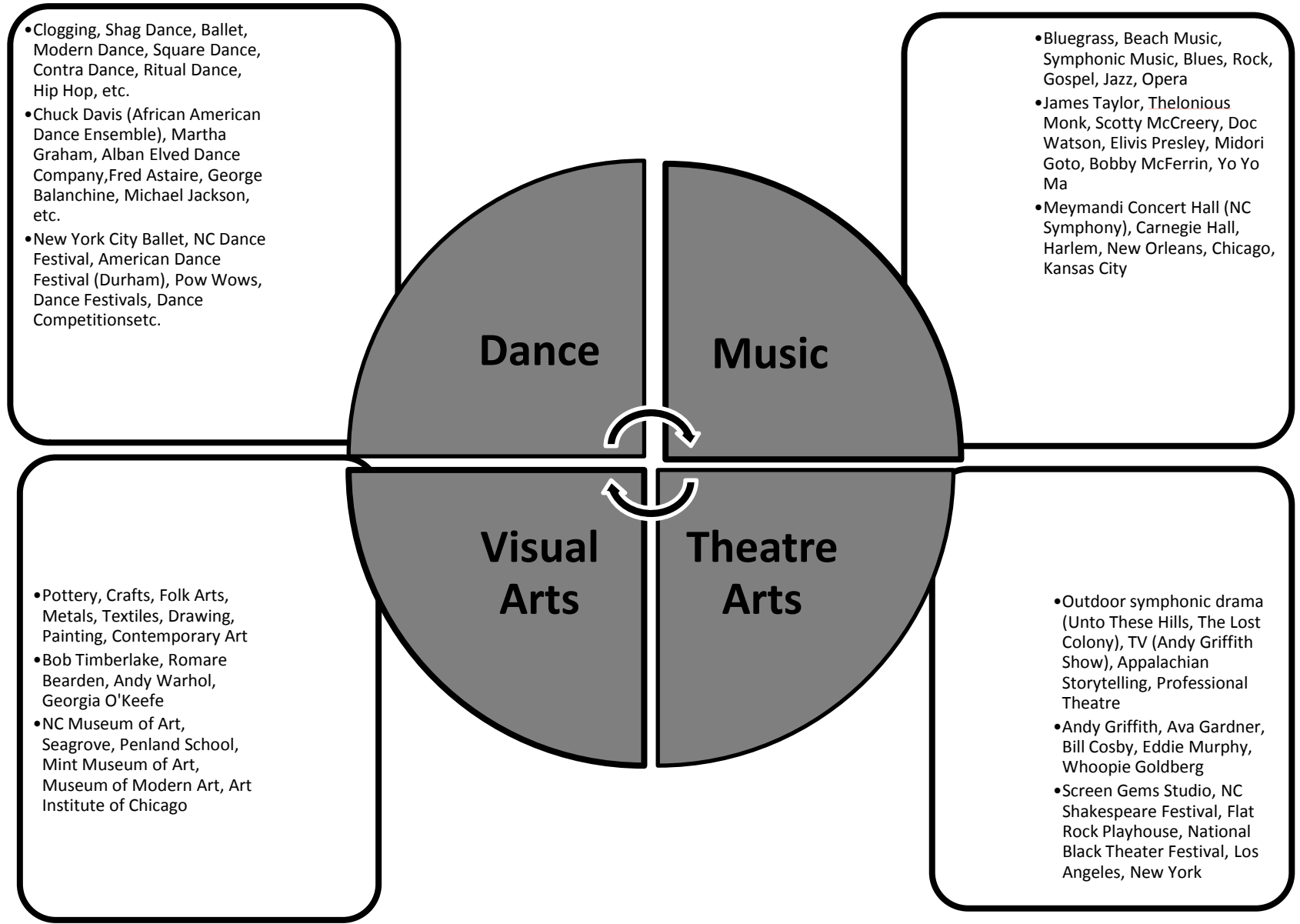
Place the large visual of the partially complete graphic in the music classroom (this could be done in hard copy or by using a smart board and saving electronically so that each class has its own visual to reference). Encourage students to look for examples of jazz that they might see outside of school and share with the class so that they can be added to the graphic organizer, using these personal connections as a basis for further discussion and exploration. For example, Jazz is a music form that originated in the United States. New Orleans is considered the birth place of jazz, but New York, Chicago, and Kansas City are cities also well known for Jazz. Jazz is an important part of North Carolina history as well, with a number of famous jazz musicians with roots in the state, including Thelonious Monk and John Coltrane. Students can study how jazz has evolved and spread to other regions in response to history and cultural trends such as the great migration, legendary artists, swing and jazz clubs, and radio.

As students explore jazz in the United States and in North Carolina, they learn about the historical and cultural significance, listen to and analyze jazz music, apply elements of jazz in the creation of their own music, and evaluate their performances. At the end of the

unit, this graphic organizer may be completed by individual students as a post-assessment of the students' understanding of the history, culture, and traditions associated with Jazz in both North Carolina and the United States. Completed organizers might include information such as indicated in the graphic that follows.
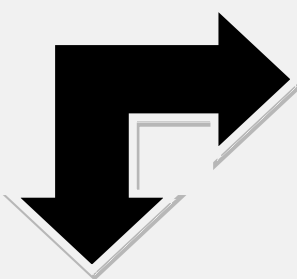
Places:

New Orleans, Chicago, Kansas City, New York, North Carolina Jazz Festival, High Point Jazz and Blues Festival

Instruments:

Rhythm Section (Piano, Bass, Drums,Guitar) and Horns (Saxophones, Trumpets, Trombones)

Jazz in NC & the US

Types and Styles:

Blues, Dixie Land, Swing, Be Bop, Fusion

Resources & Techniques:

Scat Singing, Improvisation, Call Response, Head, Chart, Lead Sheet

Artists:

John Coltrane, Theolonious Monk, Louie Armstrong, Ella Fitzgerald

General Education and/or Social Studies Classroom Uses: Many opportunities exist to study the importance of the arts in the United States and in North Carolina history, culture, and traditions in dance, music, theatre arts, and visual arts. The graphic organizer that follows might be used in the general education and/or social studies classroom to help students see and make connections among the various art forms and social studies content. As students study these traditions in the 8th grade social studies classroom, they might learn more about the art forms by reading books, bringing in a guest artist to the classroom, or watching video segments. They might illustrate their understanding of concepts by writing a paragraph, creating a living museum, creating a brochure, writing a skit, etc. The graphic that follows illustrates sample styles, artists, and places where these various art forms may be found:

- Clogging, Shag Dance, Ballet, Modern Dance, Square Dance, Contra Dance, Ritual Dance, Hip Hop, etc.
- Chuck Davis (African American Dance Ensemble), Martha Graham, Alban Elved Dance Company,Fred Astaire, George Balanchine, Michael Jackson, etc.
- New York City Ballet, NC Dance Festival, American Dance Festival (Durham), Pow Wows, Dance Festivals, Dance Competitionsetc.

- Bluegrass, Beach Music, Symphonic Music, Blues, Rock, Gospel, Jazz, Opera
- James Taylor, Thelonious Monk, Scotty McCreery, Doc Watson, Elivis Presley, Midori Goto, Bobby McFerrin, Yo Yo Ma
- Meymandi Concert Hall (NC Symphony), Carnegie Hall, Harlem, New Orleans, Chicago, Kansas City

Dance **Music**

Visual Arts **Theatre Arts**

- Pottery, Crafts, Folk Arts, Metals, Textiles, Drawing, Painting, Contemporary Art
- Bob Timberlake, Romare Bearden, Andy Warhol, Georgia O'Keefe
- NC Museum of Art, Seagrove, Penland School, Mint Museum of Art, Museum of Modern Art, Art Institute of Chicago

- Outdoor symphonic drama (Unto These Hills, The Lost Colony), TV (Andy Griffith Show), Appalachian Storytelling, Professional Theatre
- Andy Griffith, Ava Gardner, Bill Cosby, Eddie Murphy, Whoopie Goldberg
- Screen Gems Studio, NC Shakespeare Festival, Flat Rock Playhouse, National Black Theater Festival, Los Angeles, New York

CULTURAL INFLUENCES

High School

Cultural Influences - High School

Focus of Study (artist, event, or art form) _____
 – *Characteristics*
 – *People, Group, or Region originally associated with this artist, event, or art form.*

	INFLUENCES	CONNECTIONS	IMPACT
	- *Factors that influenced this artist, event, or art form (artists or other important people, historical events, geography and/or natural resources, economics, government , technology, cultural beliefs and values, civic ideals, etc.)*	- *Where else is this artist, event, or art form seen? (North Carolina, United States, Other parts of the World)* - *How did this artist's influence, event, or art form spread to other regions and/or countries?* - *Who are the other artists later associated with this artist, event, or art form?* - *How are these different from the original?*	- *Things this artist, event, or art form influenced (political movements, other art forms or representations, other artists or important people, economics, civic ideals, cultural beliefs and values, etc.).*
WORLD *History, Culture, Civics, Economics*			
UNITED STATES *History, Culture, Civics, Economics*			

Purpose: The purpose of this graphic organizer is to provide a tool to conceptualize awareness of major arts events, movements, artists, and arts works within personal, cultural, and historical perspectives.

Description: This graphic organizer allows students to study the historical and cultural influences that impact the development of a particular art form in dance, music, theatre arts, or visual arts. As each art form is researched and studied, a multi-disciplinary timeline can be created, with particular art forms, movements, and artists placed in the appropriate chronological place. The timeline illustrates various time periods (this can be adjusted according to the specific classroom use) and provides a visual representation of concurrent events in the United States, the world, and connections to civics and economics within the given time period.

Connection to Standards: This graphic organizer addresses common clarifying objectives from multiple proficiency levels of the High School standards for Dance, Music, Theatre Arts, and Visual Arts, as outlined below. The common clarifying objectives align specifically with the *North Carolina Social Studies Essential Standards*, thereby providing consistency across disciplines, and allowing students to make cross-curricular connections.

Beginning	Intermediate	Proficient	Advanced
Use (dance, music, theatre arts, visual arts) to explore concepts in world history and relate them to significant events, ideas, and movements from a global context. *(This may include concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.)*	Use (dance, music, theatre arts, visual arts) to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Understand the role of (dance, music, theatre arts, visual arts) in United States history as a means of interpreting past eras within an historical context.	Interpret (dance, music, theatre arts, visual arts) from personal, cultural, and historical contexts.

In addition to the focus on the common clarifying objectives for all arts, this template could be used to address discipline-specific objectives in each individual arts discipline, such as:

Dance:
B.R.1.2 Recognize the use of dance elements and choreographic forms and structures in a variety of significant, modern dance works from the 20th century to the present.
P.C.1.2 Interpret dances from a variety of cultures and historical periods.
P.C.1.4 Create interdisciplinary projects integrating dance and other disciplines.
A.CP.1.2 Create dance based on an analysis of movement choices and structural forms used in a variety of significant American dance works.
A.R.1.1 Critique dances in terms of multiple aesthetic and cultural criteria.
A.C.1.2 Differentiate the dance style of important twentieth- and twenty-first century choreographers.

Music:
B.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
B.MR.1.2 Analyze aural examples of music representing diverse genres, styles, and cultures in terms of the basic elements of music and their interrelationships.
I.CR.1.5 Classify specific musical works in terms of the particular culture and time period in which they were produced.
P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce new opportunities.
A.CR.1.5 Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.

Theatre Arts:
B.CU.1.2 Exemplify history, culture, geography, economics, civics, and government from a global perspective through the creation of theatrical works.
I.CU.1.2 Exemplify the concepts of civics and economics through the creation of theatrical works.
P.CU.1.2 Exemplify the concepts of United States History through the creation of theatrical works.

P.CU.2.1 Understand how the rules of audience etiquette originated, how they have evolved, and for what purpose.

A.A.1.1 Differentiate the plot structure, pacing, given circumstances, and character development within plays from a variety of theatre genres.

A.CU.1.2 Exemplify a variety of theatrical forms, such as puppetry, musical theatre, and pantomime, from Non-Western cultures and a variety of historical periods through the creation of theatrical works.

Visual Arts:

B.CX.1.2 Explain how art influences historical perspectives on society.

B.CX.1.3 Understand how art is used to document human experience.

I.V.1.3 Understand the use of global themes, symbols, and subject matter in art.

I.CX.1.2 Understand the role of visual art in documenting history.

I.CX.1.3 Classify art by artist, movement, and style.

P.CX.1.4 Understand how personal aesthetic responses to art are influenced by culture.

A.CX.2.4 Analyze the influence of digital media and technology on creating art.

This graphic organizer may connect with 21st century themes and skills, including:

- Global Awareness
- Financial, Economic, and Entrepreneurial Literacy
- Civic Literacy
- Environmental Literacy
- Learning and Innovation Skills
- Information, Media, and Technology Skills
- Life and Career Skills

Resources:

- *NC Arts Education Essential Standards*
- *NC Social Studies Essential Standards*

- *The Framework for 21st Century Skills (*http://www.21stcenturyskills.org)

Arts Education Classroom Use: This graphic organizer should be used as a template for individual student or class use to examine discipline-specific artists, musicians, playwrights, actors, dancers, choreographers, art works, pieces, styles, movements, and events within personal, cultural, and historical perspectives.   The graphic can easily link to discipline-specific objectives related to the processes of creating, performing/demonstrating, and responding in the arts, as well as 21st century themes, such as Global Awareness and Civic Literacy; or skills, such as Information, Media, and Technology skills.

Students should identify a focus, such as an artist, event, or art form that they would like to learn about. Complete this on the first line of the organizer, followed by a description including:

- Characteristics, and,
- The People, Group, or Region originally associated with this artist, event, or art form.
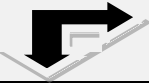
The remainder of the organizer allows students to examine the art form in relation to:
- Influences
  - Factors that influenced this artist, event, or art form (artists or other important people, historical events, geography and/or natural resources, economics, government , technology, cultural beliefs and values, civic ideals, etc.);

- Connections
  - Where else is this artist, event, or art form seen? (North Carolina, United States, Other parts of the World)
  - How did this artist's influence, event, or art form spread to other regions and/or countries?
  - Who are the other artists later associated with this artist, event, or art form?
  - How are these different from the original?

- Impact
  - Things this artist, event, or art form influenced (political movements, other art forms or representations, other artists or important people, economics, civic ideals, cultural beliefs and values, etc.).

For example, a student may choose to trace the cultural influences of Elizabethan English Theatre and specifically, the influence of William Shakespeare. William Shakespeare wrote plays including histories, tragedies, and comedies. The student could then list Shakespeare's contemporaries and the English theatre characteristics associated with Shakespearean theatre, such as: an early point of attack; several lines of action (subplots); a large number and variety of incidents; a mixing of joy and sorrow; the free use of time and space; a large range and number of characters; varied language to enhance character and action; and subjects from many sources (such as mythology, history, legend, fiction, plays) that he crafted to suit his purposes. As the student discovers how Shakespeare influenced writers in other regions and countries and analyzes works that are based on Shakespearean plays or stories, he/she can chart how these differ from the original works. Ultimately, the student will gain understanding of how Shakespeare has had lasting impact on theatre, literature, and the English language, which continues in the 21st century. Shakespeare's influence has cut across time and cultures and continues to be reflected in modern day stories, plays, ballets, and movies in the United States, and the world.

SAMPLE Focus of Study (artist, event, or art form)	William Shakespeare (1564-1616)

- Histories, Tragedies, Comedies, Sonnets
- Characteristics: an early point of attack; several lines of action (subplots); a large number and variety of incidents; a mixing of joy and sorrow; the free use of time and space; a large range and number of characters; varied language to enhance character and action; and subjects from many sources (such as mythology, history, legend, fiction, plays); Sonnets (Poetry)
- England (Stratford Upon Avon, London - Globe Theatre)
- Contemporaries: Richard Burbage, John Heminges, Henry Condell

	INFLUENCES	CONNECTIONS	IMPACT
WORLD *History, Culture, Civics, Economics*	• English and Roman history • Evolution of ancient Greek theatre; comedies and tragedies; Elizabethan traveling productions/ theatre • Renaissance movement • Lord Chamberlain's Men (King's Men) • Religion • Government Rulers (King Edward III, Queen Elizabeth) – Catholic and Protestant national religions • Family	• Reflected in art, movies, ballet, music, and writing; development of the English language • Spread through immigration; printing press; imitation of techniques and devices by other artists and writers • *First Folio* (collection) • Writers: Thomas Hardy, William Faulkner, Charles Dickens • Freud (psychology – Hamlet)	• Movies, Ballet, Music, Writing • Music: Mendelssohn, Ralph Vaughan Williams, Benjamin Britten • Ballet: Balanchine • Writing: John Keats, George Bernard Shaw • Cultural belief that Shakespeare is world's greatest writer and dramatist
UNITED STATES *History, Culture, Civics, Economics*		• Immigrants; print copies of literature, plays; later, stories and themes in ballets, movies • Reflected in art, movies, ballet, music, and writing; development of the English language	• Movies, Ballet, Music, Writing • Comic strip: Brooke McEldowney • Ballet: Elvis Costello • TV/film versions of plays; movies (Kiss Me Kate – Taming of the Shrew) • Work continues to be adopted and interpreted, studied by students and artists

The theme of cultural influences works very well for helping students see the connections between U.S. and World History and to develop Global Awareness. Many types of World Arts are found in the U.S., either in their original form, or through their influence on the kinds of arts that are seen in the United States. Likewise, many of the arts that originated in the U.S. have spread to or influenced the arts in other parts of the world. This graphic organizer can be used as a research tool for students to later map what they have learned on a timeline.

Timeline Extension: Aspects of the cultural influences graphic organizer could be mapped onto a large timeline in the hallway of the arts wing, or within individual classes (arts or social studies). Consider using two different colors of butcher paper and line the length of the wall. One color should indicate World artists, events, or art forms and the other United States artists, events, or art forms. As different units are studied in each of the arts disciplines, ask students to add significant artists, art forms, genres, art works, events, etc. to the timeline.

Time Period	Beginning of Human Society to the First Global Age (1450)	15th – 16th Centuries (1400 – 1599)	17th Century (1600-1699)	18th Century (1700-1799)	19th Century (1800-1899)	20th Century (1900 – 1999)	21st Century (2000 – present)
WORLD	-Petroglyphs -Cave painting -Greek, Roman and Gothic Art and Architecture -2750 B.C. - Eqyption ritual dramas -800 B.C. – Dramatic Dance	-1450 – Printing Press invented (Gutenberg) -1500 High Renaissance in Art (Italy) -1504 *Mona Lisa* (Leonardo Da Vinci) -1564-William Shakespeare is born -1582 – Dramatic Ballet (France) -1599- Globe Theatre	-1605 – "Don Quixote de la Mancha" (Cervantes), 1st modern novel -1643 Taj Mahal completed -1660 English Monarchy restored under King Charles II -1680 – Comedie Francaise, world's 1st national theatre	-1707 – United Kingdom formed -1729 – Bach "St. Matthew's Passion" -1756 – Mozart is born -1789 – French Revolution	-1833 – Slavery abolished in British Empire 1840 – Tchaikovsky is born (Russia) -1843 –Wagner, "The Flying Dutchman" -1881 – Picasso is born 1889 "Starry Night" (Van Gogh) -1892 – New Zealand 1st in world to grant women right to vote	-1920 – Epic Theatre 1939-45 – World War II -1984 – International Bluegrass Music Association is founded -1990s- Nelson Mandela released from prison	-Digital art (Giclee Prints) -Video Art -Videogames -Contemporary Art
UNITED STATES	-30,00 – 11,00 BC – first native peoples enter North America from Asia -bow and arrow widespread -1215 – Magna Carta adopted in England, later foundation of modern democracy	1513 – Ponce de Leon lands in Florida -Colonial Period	-1607 – first colony founded, Jamestown, VA -1619 beginning of slavery in US -Folks songs, ballads, violins, fiddles, harpsichord	-1700 - Spirituals -1706 Ben Franklin is born -1767 "Yankee Doodle" -1789 George Washington is first President	-1815 "Star Spangled Banner" set to music -1885- beginning of Tin Pan Alley -1861-1865 – US Civil War -1894 – Martha Graham is born (Modern Dance)	-Jazz -1929-38 - The Great Depression -1936 – electric guitar -1982 – Michael Jackson "Thriller" -1997 – DVD format released	-2001- Ken Burns "Jazz" -9/1/2001 – Terrorist Attacks 2008 – 12 – Obama administration

THE CREATIVE PROCESS

Multi-Grades

The Creative Process (All Arts) - Multi-Grades

```
                    ┌──────────────┐
                    │ Brainstorming │
                    └──────────────┘
            ↗                          ↘
┌──────────────┐                    ┌──────────┐
│ Performing , │                    │ Creating │
│ Publishing, or│                   └──────────┘
│   Sharing    │                          ↑
└──────────────┘                          ↓
      ↑                          
      ↓                          
┌──────────────┐     ↔     ┌──────────────┐
│  Editing for │           │  Revising to │
│Technical Aspects│        │ Communicate  │
└──────────────┘           │   Clearly    │
                           └──────────────┘
```
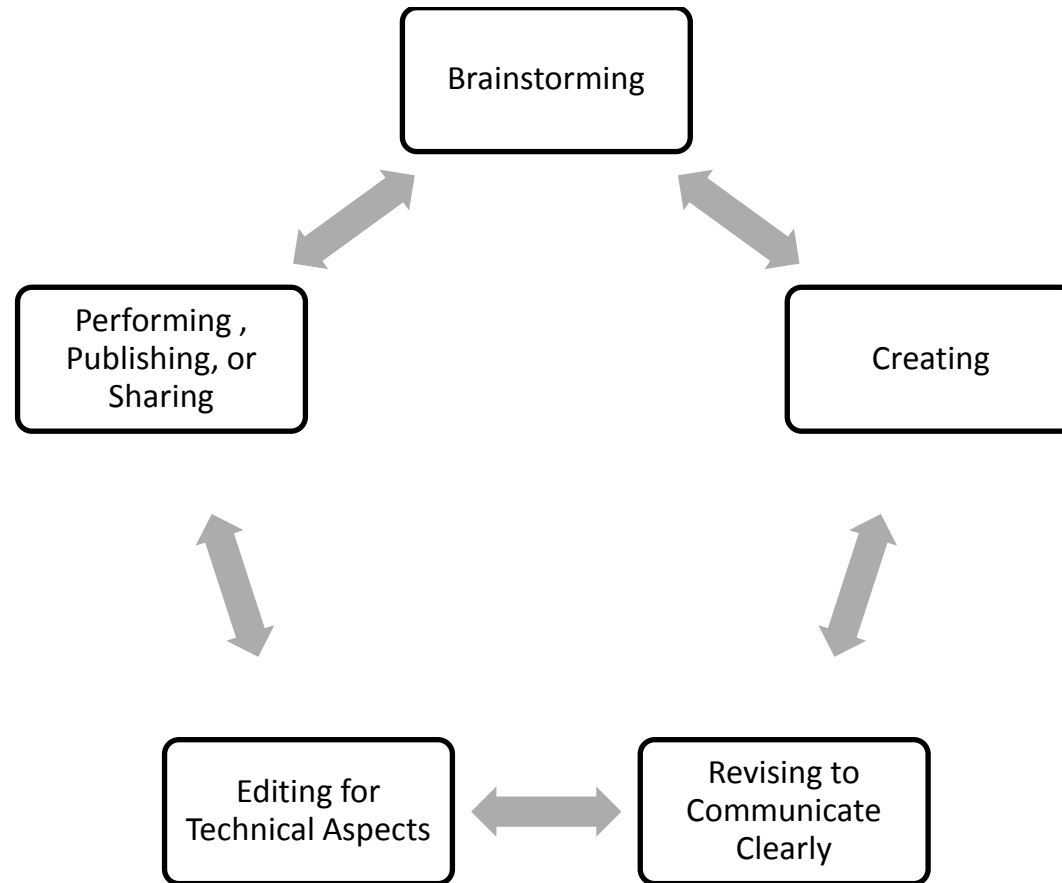
Purpose: This graphic organizer is intended to be used in any situation where the creative process is applied. It is applicable to all four arts education disciplines: dance, music, theatre arts, and visual arts.

Description: This graphic organizer illustrates the back and forth typical cycle of processes students engage in when creating art, whether that be dance movement; a piece of music; a script, pantomime, or dramatic interpretation; or a work of art. Students should understand that the processes are not necessarily sequential, but fluid, and that they may work back and forth through the various processes before reaching a final product to share.

Connection to Standards: This example may address many standards from the *North Carolina Arts Education Essential Standards* (see chart that follows). The creative process requires the application of various knowledge and skills linked to clear learning outcomes across strands and objectives in the Essential Standards. Please note that the Clarifying Objectives will vary by grade or proficiency level within each arts education discipline.

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS
Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	Use movement, voice, and writing to communicate ideas and feelings.	Use the language of visual arts to communicate effectively
Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance	Interpret the sound and symbol systems of music.	Use performance to communicate ideas and feelings.	Apply creative and critical thinking skills to artistic expression.
Understand how to use movement skills in dance.	Create music using a variety of sound and notational sources.	Analyze literary texts and performances.	Create art using a variety of tools, media, and processes safely and appropriately.
Use a variety of thinking skills to analyze and evaluate dance.	Understand the interacting elements to respond to music and music performances.	Understand how to design technical theatre components such as costumes, sets, props, makeup, lighting, and sound.	Understand the global, historical, societal, and cultural contexts of the visual arts.
Understand cultural, historical, and interdisciplinary connections with dance.	Understand global, interdisciplinary, and 21st century connections with music.	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	Understand the interdisciplinary connections and life applications of the visual arts.
		Understand the traditions, roles, and unique conventions of theatre as an art form.	Use critical analysis to generate responses to a variety of prompts.

The following examples for each arts discipline illustrate how multiple skills and understandings across strands and standards are applied throughout the creative process:

Dance – students must understand movement skills and performance values when creating dances using choreographic principles, structures, and processes. They may be connecting their movements, phrases, sequences, or dances to other subject areas; or, they may learn and analyze the style of a traditional NC folk dance, for example, and then integrate and innovate those traditional movements into a new dance. They are likely analyzing and evaluating their movement choices throughout the creative process as well as summatively, when the final product is achieved, though ideas generated in the creative process do not necessarily culminate in a final, polished product.

Music – students must understand the language of music (including how to sing and play instruments as well as the sound and symbol systems of music) in order to create music using a variety of sound and notational sources. As with the other arts disciplines, it is likely that students may be creating music that connects to other subject areas, or perhaps they are creating an original composition in the style of a particular composer or historical period. Additionally, students will engage in responses to the music they create in a variety of ways – for example, by critiquing or evaluating their compositions or those of their peers and making changes based on that feedback; describing their emotional responses to the music; or analyzing the interaction of the musical elements or compositional devices throughout the composition.

Theatre Arts – students must understand how to use movement, voice, and writing to communicate ideas through both formal and informal performance. They may analyze the work of various writers or playwrights while learning to write their own scripts. They must understand how technical theatre components such as costumes, sets, props, makeup, lighting, and sound are used to enhance a production. Additionally, as with the other arts disciplines, they are likely learning how to create based on historical and cultural styles and the various functions of theatre as an art form. Students may be applying any number of these understandings while creating original work.

Visual Arts – students must understand how to use various tools, processes, and techniques to communicate their ideas in original art works, using the language of arts. They must apply numerous problem-solving and critical thinking skills to solve artistic problems in original ways. As with the other arts disciplines, students may create art that connects with concepts or learning from other subject areas, or may create original art in the style of a particular artist or historical period. Students analyze and evaluate their work as an inherent part of the art-making process.

This example also addresses multiple objectives in the *Common Core State Standards for English Language Arts* in relation to literacy across the K-12 continuum. Please visit: http://www.corestandards.org/the-standards/english-language-arts-standards to see specific connections for each level.

Resources:

- *NC Arts Education Essential Standards*
- *Common Core State Standards for English Language Arts*

Arts Education Classroom Use: This graphic organizer should be displayed in a prominent place in the dance, music, theatre arts, or visual arts classroom. It may be used to help students understand the various processes used when creating a work of art:

- Brainstorming (improvising, sketching, pre-writing, etc.)
- Creating (combining brainstormed ideas into a dance, music, theatre arts, or visual arts composition)
- Revising (changing the composition until it communicates clearly)
- Editing (making sure all the technical aspects of the composition are correct)
- Performing, Publishing, or Sharing (formal or informal)

The Creative Process and Literacy Across the Curriculum: Connections can easily be made with the processes used in writing, and students can transfer and apply these processes into multiple situations where they must create a product that communicates meaning. Additionally, students can self-monitor which stages they are using when engaged in the creative process, and teachers may use questioning to check students' progress and provide guidance for the students to improve their product as they engage in the various processes while working toward a final product for sharing, either formally or informally. Students should understand that performing or displaying, as well as written products, are all forms of publication. Making connections between the creative process and writing processes supports the development of literacy across the curriculum.

General Education Classroom Connections: The content that is used when students are engaged in the creative process can be based on a variety of ideas (abstract, or a particular topic, theme, or concept). Students are applying the language of each arts discipline (their technical skills and understanding necessary to communicate ideas within that particular art form) while engaged in the creative process.

THE ELEMENTS OF DANCE, MUSIC, THEATRE ARTS, VISUAL ARTS

Multi-Grades

The Elements of Dance, Music, Theatre Arts, Visual Arts - Multi-Grades
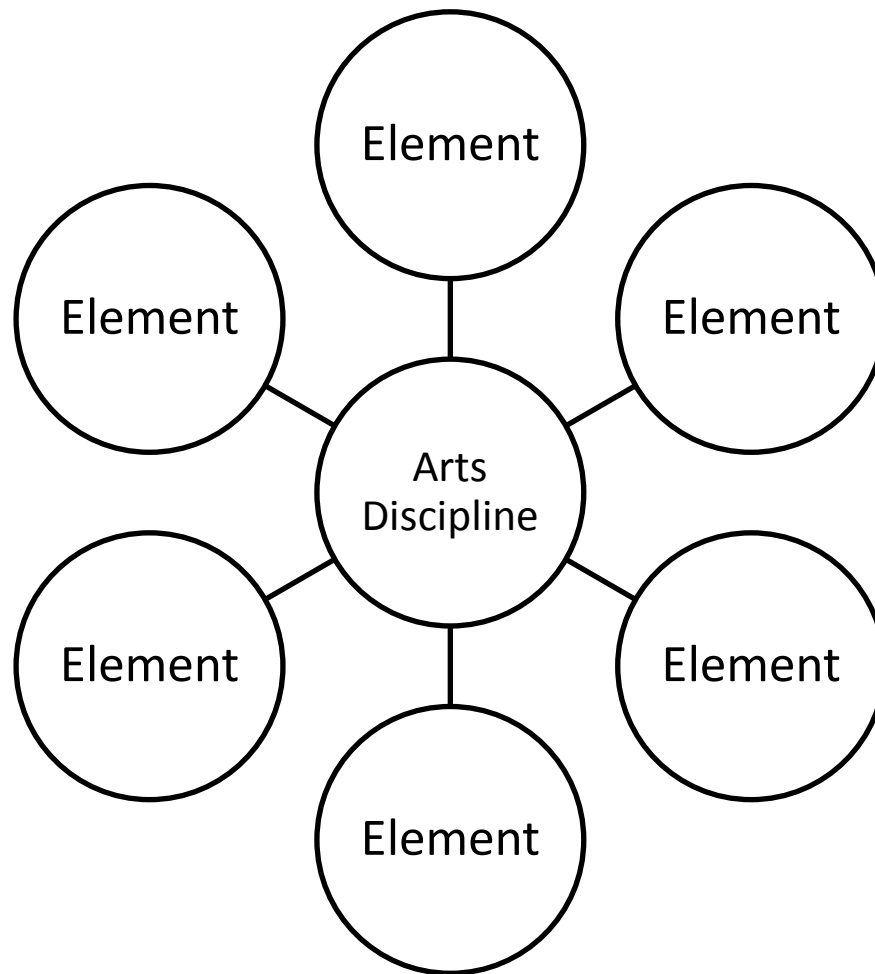
Purpose: This graphic organizer is intended to help students visually conceptualize the elements of dance, music, theatre arts, or visual arts. It may be adapted at each grade or proficiency level, to provide students with the opportunity to explore the elements in depth.

Description: At the center of the graphic is the art form (dance, music, theatre arts, or visual arts). The additional circles that diverge from the center indicate the various elements for the particular art form.   As students learn about the elements and various aspects, or sub-elements that align with each element, they can map these on the organizer, similar to the concept of adding words to a word wall.

Connection to Standards: This example addresses multiple Clarifying Objectives, K-12, from the *North Carolina Arts Education Essential Standards* in Dance, Music, Theatre Arts, and Visual Arts.

Resources:
- *NC Arts Education Essential Standards*

Arts Education Classroom Use: This graphic organizer may be used to visually illustrate the elements of a particular art form. The example that follows, illustrates the elements of Dance: body, time, space, and energy. As students learn about the various elements, they may add to the chart, indicating various facets (or sub-elements) within each of the elements. For example, in the element of "space," students may learn about pathways through space (straight, curvy, jagged, etc.), and positive and negative space. These concepts could be added on sentence strips, or additional shapes to the visual depicting the elements, similar to the way new vocabulary may be added to a word wall.   The graphic organizer visually depicts the elements, and relationships of the components of each element, thereby assisting students through reinforcing vocabulary and assisting with concept development.
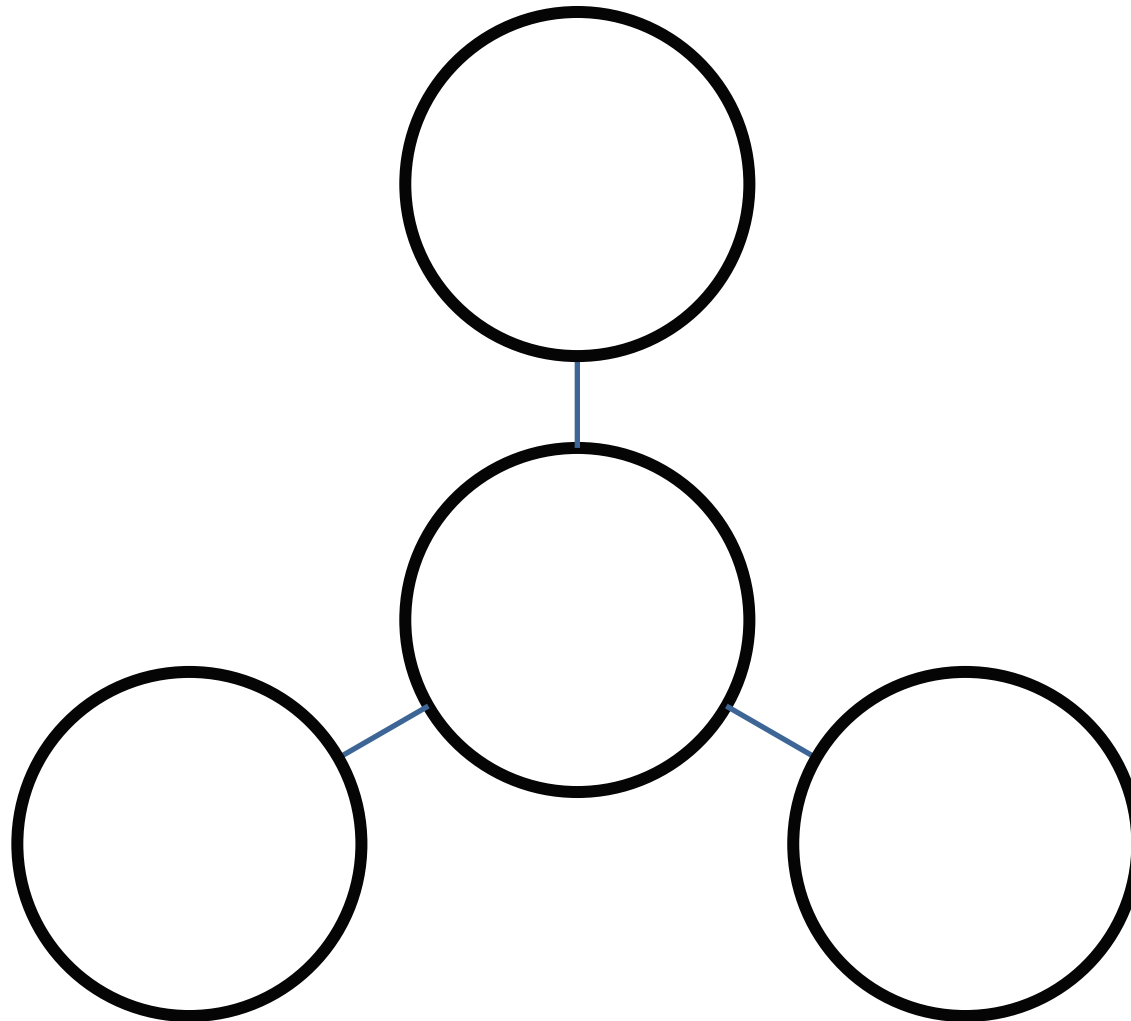
Multi-Arts Connections: When discussing the elements and/or vocabulary of a particular discipline, it may be helpful to see how that particular element connects to other arts disciplines. For example, when discussing line in visual arts, students can make connections with melodic line in music, or dance pathways (straight, curvy, jagged) in dance. Other examples include form, texture, space, time, etc. Often, there will be connections to this vocabulary and/or elements in at least one other discipline. It is helpful for students to understand how the vocabulary may apply in both similar and different ways across the various arts.
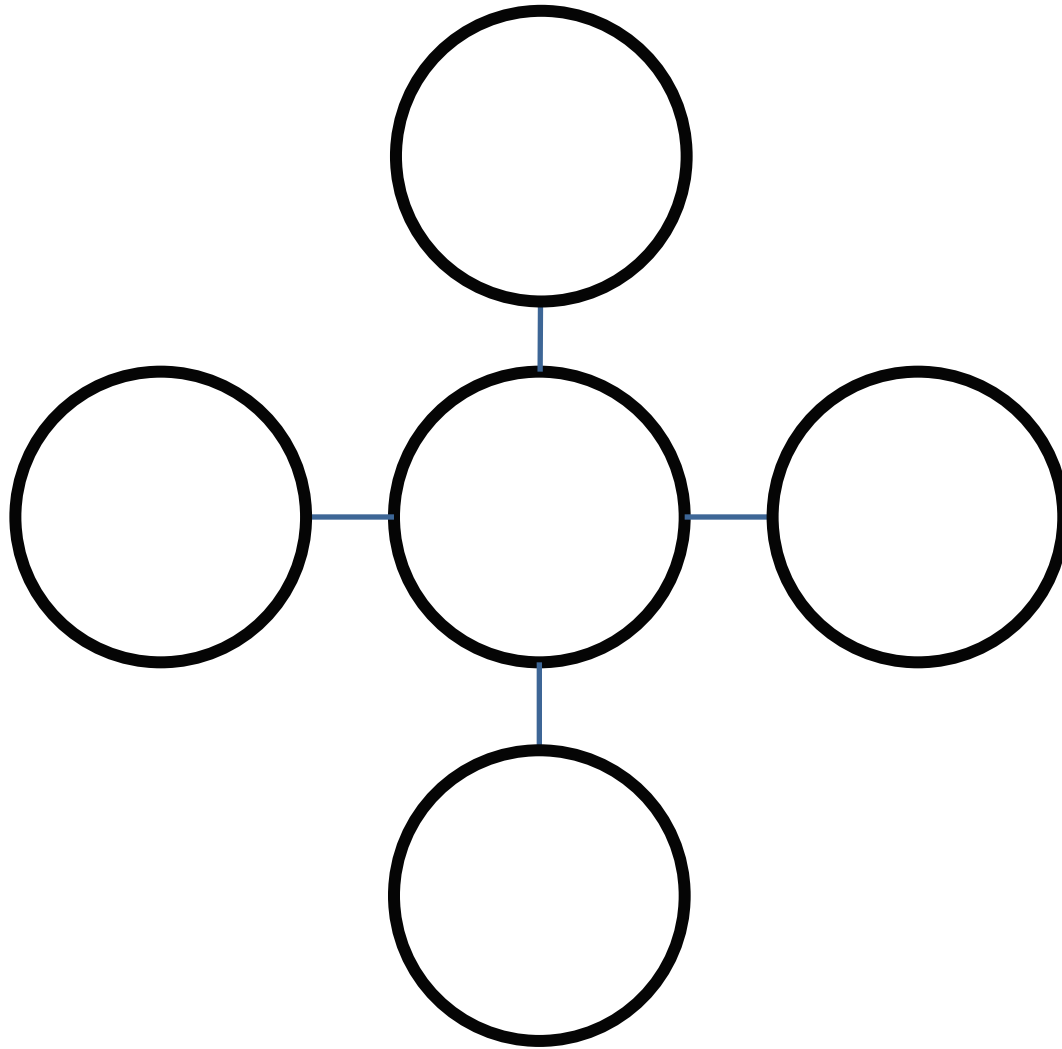
Shapes: symmetrical, asymetrical

Locomotor and Non-Locomotor Movement

Body

Body parts and shapes

fast

slow

meter

Time

rhythm

Dance

Energy

free

sustained

sudden

Pathways: curvy, angular, straight

Space

positive

negative

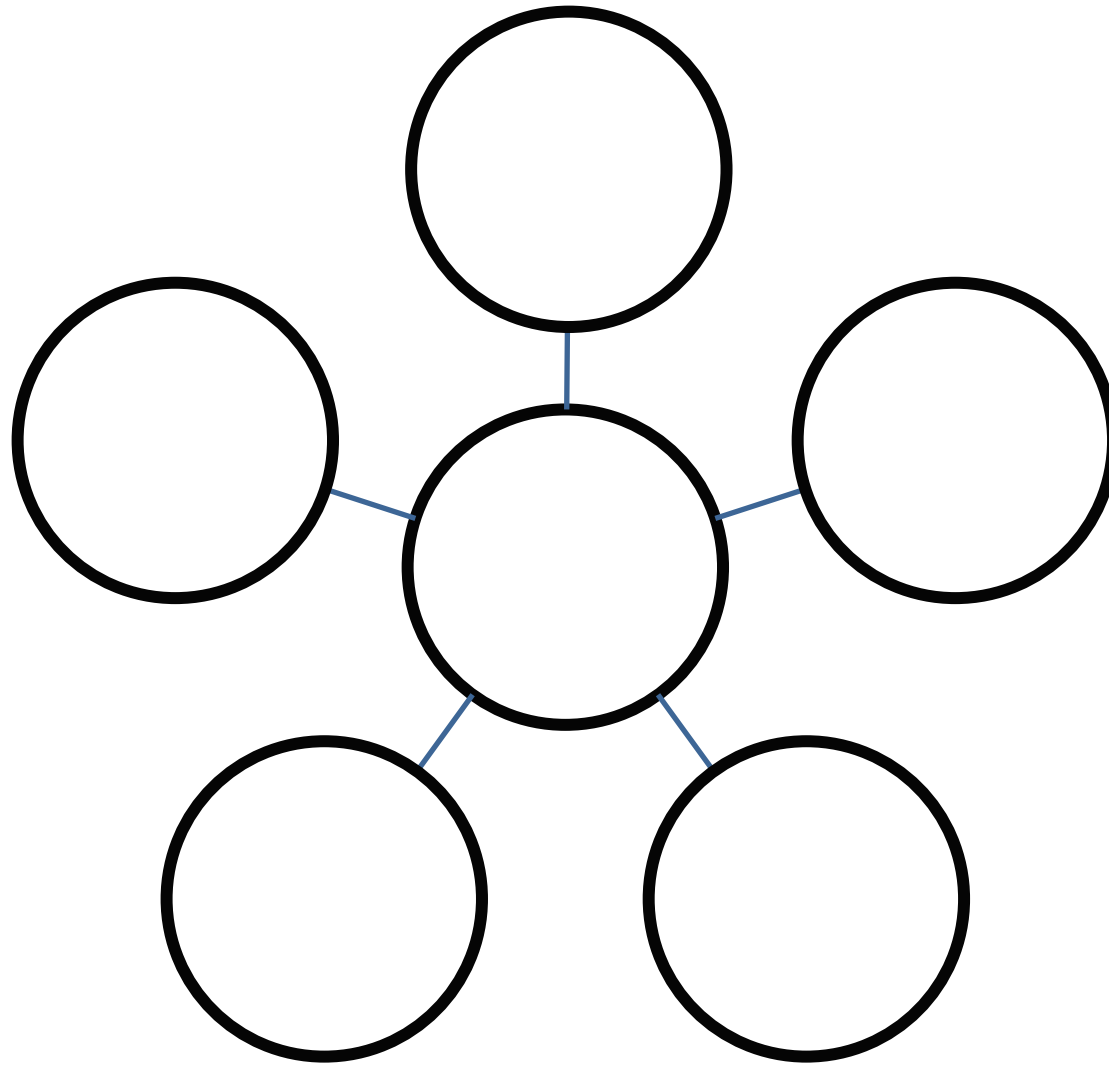Levels: high, middle, low
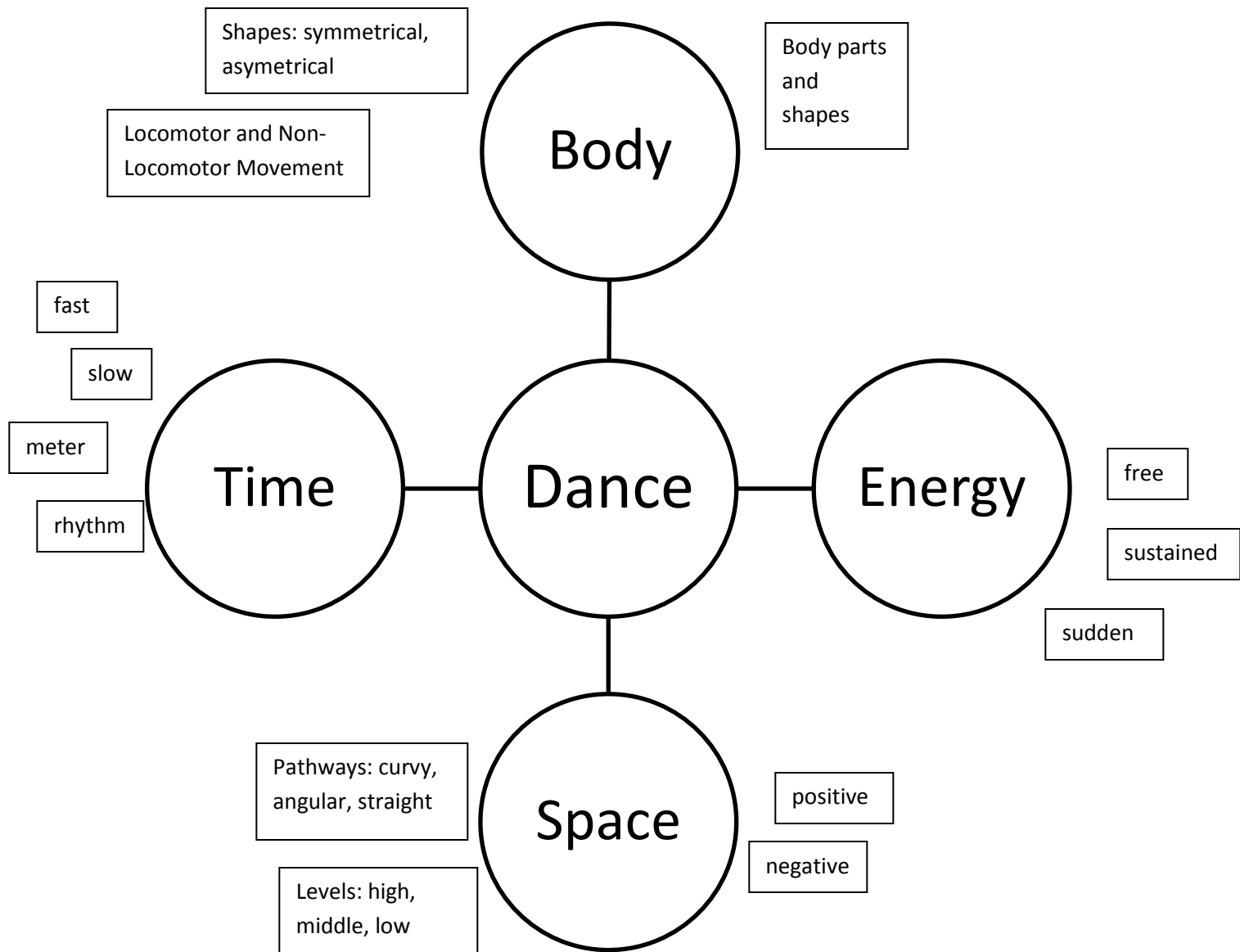
ARTS EDUCATION GRAPHIC ORGANIZERS

Black Line Masters

History and Culture

History and Culture

History and Culture

History and Culture

Dance

Music

Visual
Arts

Theatre
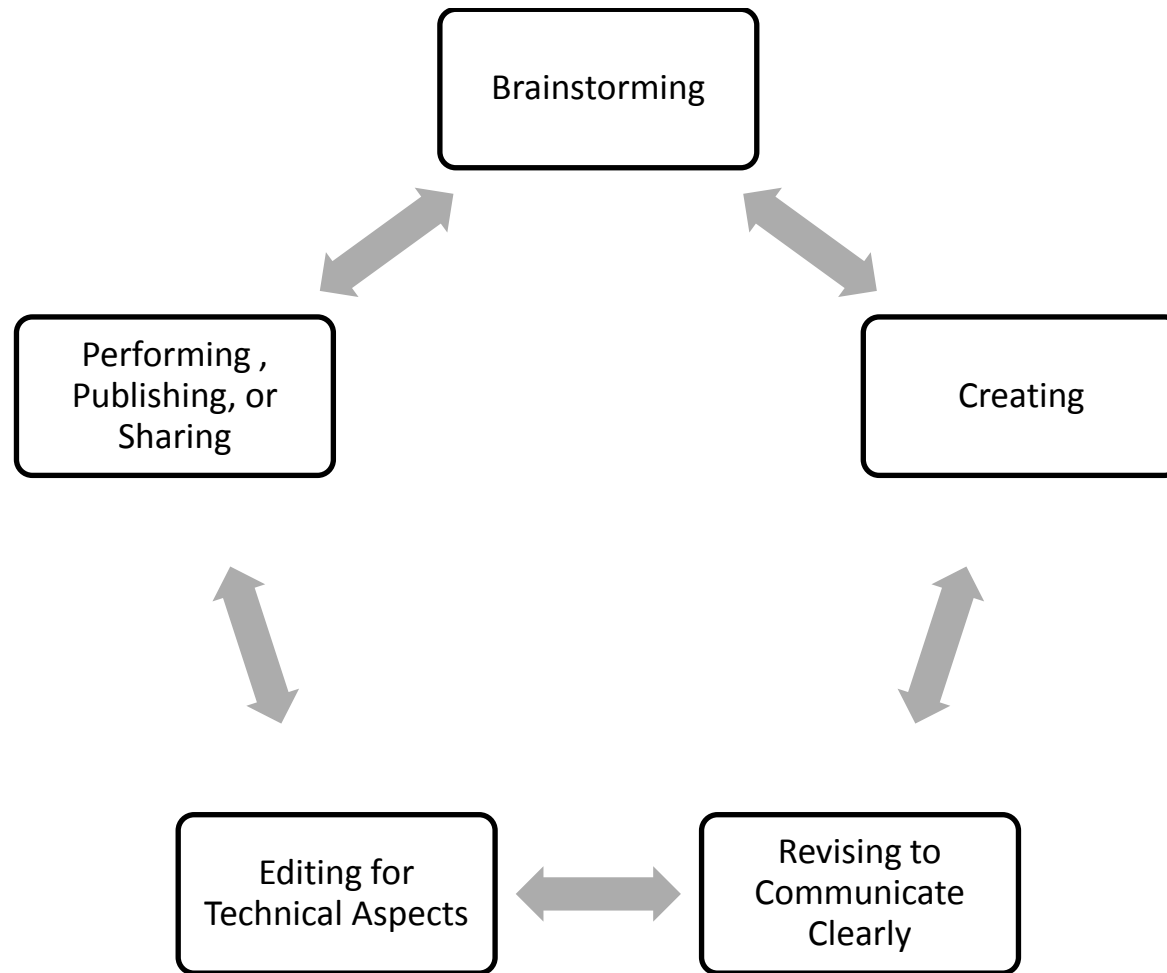Arts
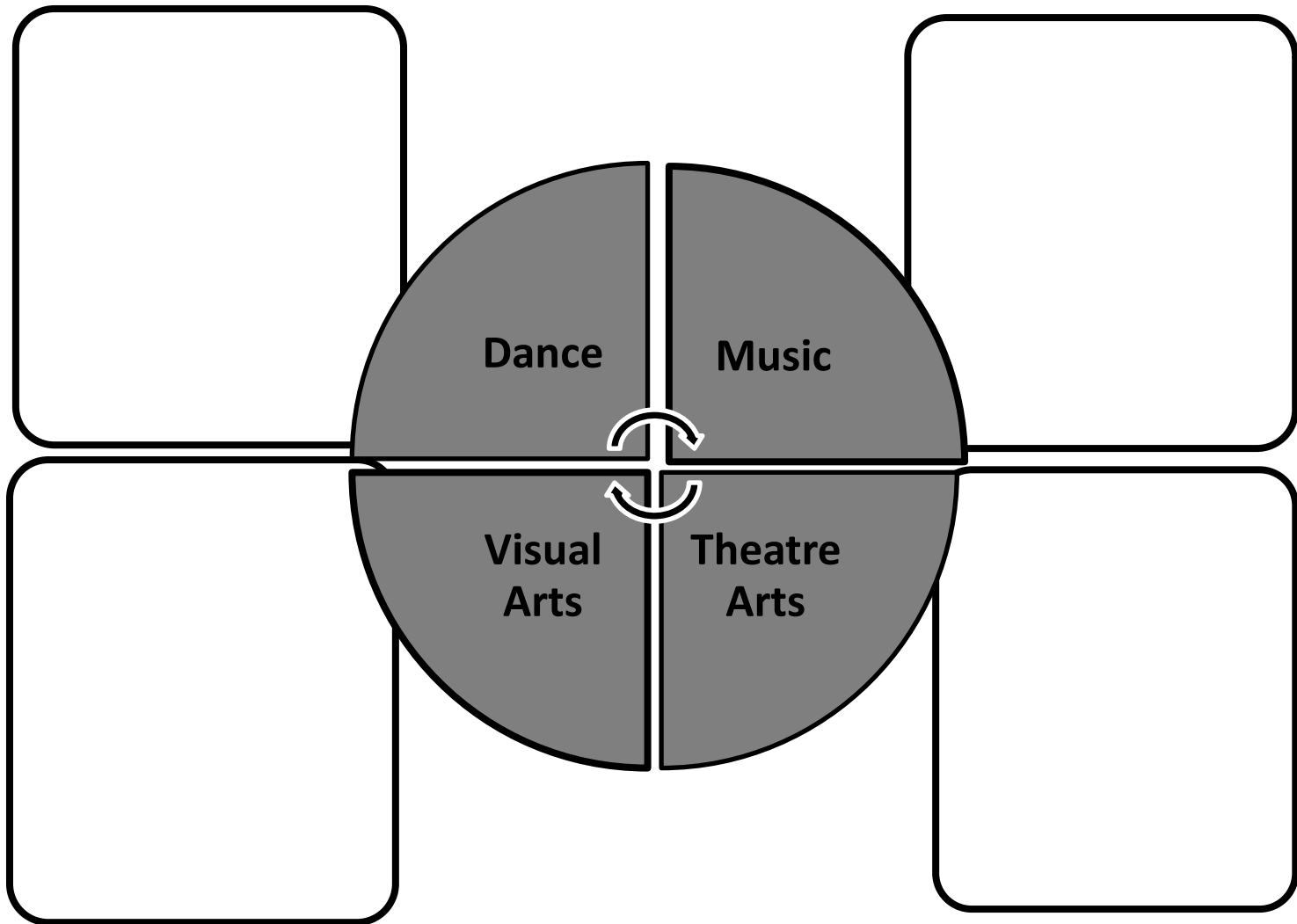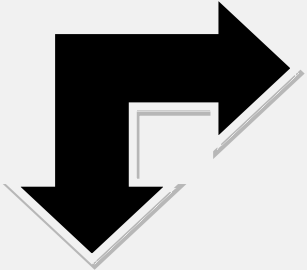
Cultural Influences

Focus of Study (artist, event, or art form) _____

– *Characteristics*

– *People, Group, or Region originally associated with this artist, event, or art form.*

	INFLUENCES	CONNECTIONS	IMPACT
	- *Factors that influenced this artist, event, or art form (artists or other important people, historical events, geography and/or natural resources, economics, government , technology, cultural beliefs and values, civic ideals, etc.)*	- *Where else is this artist, event, or art form seen? (North Carolina, United States, Other parts of the World)* - *How did this artist's influence, event, or art form spread to other regions and/or countries?* - *Who are the other artists later associated with this artist, event, or art form?* - *How are these different from the original?*	- *Things this artist, event, or art form influenced (political movements, other art forms or representations, other artists or important people, economics, civic ideals, cultural beliefs and values, etc.).*
WORLD *History, Culture, Civics, Economics*			
UNITED STATES *History, Culture, Civics, Economics*			

Timeline

Time Period							
WORLD							
UNITED STATES							

The Creative Process

Brainstorming

Creating

Revising to Communicate Clearly

Editing for Technical Aspects

Performing , Publishing, or Sharing

The Elements of _____