

Course/Grade: **Humanities**

Unit

Introduction

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
1. What is included in the study of the Arts/Humanities?	Students will consider how artists in various cultures use elements and principles of arts to create artistic works.	<p><u>Humanities</u> is an interdisciplinary survey of the accumulated works of great minds and creative artists as reflected in music, art, drama, dance, and literature.</p> <ul style="list-style-type: none"> - Aesthetics - Careers in arts - Functions of Art - Criticism - Response to art - Objective vs. Subjective - Mood 	<p>Use creative thinking handout, “The Power of Creative Thinking” to complete pictures using lines and shapes (estimated time 3-5 minutes)</p> <p>Administer Personality Inventory. Teacher reads the options and students record answers on answer sheet to identify themselves as either Apollonian or Dionysian (Thinkers/Doers or right-brained/left-brained).</p> <p>Discuss aesthetics—view OT</p> <p>Read pages vxxv-xxviii for discussion.</p> <p>View video: <i>Careers in Performing Arts</i> (Humanities Video <i>The American Exp.</i> Red)</p>
2. What are the purposes of Art?			<p>Read & discuss article: <i>Music May Have Helped Us Survive</i></p> <p>Read pages 16-17 in textbooks. Show Video, entitled, Political Cartoons, music, paintings, and/or artifacts to identify functions of art in society.</p>
3. How, when, and why do we criticize a work or art?			<p>Teacher does a performance event (e.g., sing, dance, monologue, and create a piece of visual art). Students provide comments about the performance. Teacher puts student response into a column (a) positive, (b) negative, (c) noncommittal. These headings should not be identified until the end of the activity.</p> <p>Make a list of (a) positive (b) negative, and (c) noncommittal arguments as to why something is “good” or not.</p>
4. What is mood? How do artists create mood?			<p>Each student brings in a piece of art from home. Place all items in a bag. Show one at a time and discuss mood and how it is perceived. <i>Mood in a Bag</i></p> <p>Play music examples (mood pieces – e.g., Yanni, Enya, Debussy) to discuss feelings created by music.</p> <p>Watch video “<i>Why Toes Tap</i>”: Winton on Rhythm to relate rhythm to mood.</p>