

What's the Big Idea?

Folk Music and Art Festival

A Fine Arts Performance Task using
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Folk Music and Art Festival Performance Task

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School District: Warrensburg R-VI

For: 1st, 2nd & 3rd Grade Music and Visual Art integrating Social Studies and Communication Arts

What's the Big Idea?

1. Topic that Leads to the Big Idea: Cultures
2. The Big Idea: Students will understand how music and art can represent a culture and how music and art are related.
3. Knowledge, Skills and Abilities Addressed as learner objectives:
Students will:
 - sing songs from different cultures
 - perform dances and singing games from other cultures
 - create artwork from other cultures
4. Essential Questions:
 - How do music and art represent a culture?
 - What similarities are apparent in a culture's music and art?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
Students will present a performance of folk songs, singing games and dances and a display of their artworks representing other cultures.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Music

FA 1: Product Performance

1. Develop and apply singing skills to perform and communicate through the arts
 - A. Independent Singing
 - Match pitch in an extended range; octave
 - Use breath control and accurate diction while singing

C. Repertoire

- Perform a varied repertoire of songs including patriotic, folk, seasonal, spirituals and multicultural including some from memory

E. Group singing

- Perform in groups using steady beat, matching tempo and dynamic changes, following the cues of the conductor

2. Develop and apply instrumental music skills to perform and communicate through the arts

A. Instrumental Performance Skills

- Perform a steady beat, and the following rhythmic patterns using standard or iconic notation: Whole note/rest, quarter note/rest, half note/rest, and eighth-note pairs

C. Repertoire

- Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres and styles

FA 3: Artistic Perceptions

2. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance

A. Criteria for Musical Performances and Compositions

- Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following:
 - tone quality
 - expression/phrasing
 - rhythmic accuracy
 - pitch accuracy
 - part acquisition
 - blend/balance
 - posture/stage presence

FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the arts and other arts and disciplines outside the arts

A. Connections between Music and related Arts and Humanities

- Compare and contrast terms used in the arts such as happy and sad, etc.

FA 5: Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and space

A. Genres and Styles

- Identify characteristics of teacher selected genres or styles
 - singing games
 - play party
 - folk dances
 - folk music

Visual Arts

FA 1: Product/Performance

1. Select and apply two dimensional media, techniques, and process to communicate ideas and solve challenging visual art problems.

D. Other Media

- Demonstrate an additive process

2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems.

A. Sculpture, Ceramics, Other Media

- Modeling with clay or a similar material: create applied and impressed textures

3. Communicate ideas about subject matter and themes in artworks created for various purposes

A. Subject Matter: Fine Art

- Still Life: Create an Original still Life from Observation
- Landscape: Create an original landscape

C. Theme

- Create an original artwork that communicates ideas about the following:
People, Animals, Places

FA 2: Elements and Principles

1. Select and use elements of art for their effect in communicating ideas through artwork

B. Shapes

- Identify and use shapes, geometric shapes, Differentiate between shapes and forms

D. Texture

- Identify and use textures

E. Color

- Identify and use primary, secondary, warm and cool colors

FA 3: Artistic perceptions

1. Investigate the nature of art and discuss responses to artworks

A. Aesthetics

- Discuss explain, compare different responses to different or same artwork

FA 4: Interdisciplinary Connections

1. Explain connections between visual arts and performing arts

A. Connecting Visual and Performing Arts

- Compare patterns in music to patterns in artwork
- Compare the art and music of a particular culture

FA 5: Historical and Cultural Contexts

1. Compare and contrast artworks from different historical time periods and/ or cultures

A. Historical Period or Culture

- Identify works of art from: United States, Europe, Asia, (Native American), Egypt, Africa

Communication Arts

CA 2: Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

C. Literacy Elements

- Use details from text to
Demonstrate comprehension skills previously introduced
Make inferences
Compare and contrast
Identify cause and effect
Identify the narrator
Identify events from the beginning, middle and end
Identify author's purpose
Identify settings, character traits, and problems and solutions

Social Studies

SS 6: Knowledge of relationships of the individual and groups to institutions and cultural traditions

A. Cultures meeting the needs of people

- compare how people's needs have been met in different cultures at various times

How Are You Going to Make it Happen?

Describe what **the teachers** will do; describe what **students will do**.

The music teacher will:

- choose age appropriate folk songs, folk dances, and singing games for each grade level
- research the ethnic background of the selections to share with the children
- create accompaniments that use age appropriate rhythms and ostinato patterns for the children to play on the Orff and multicultural instruments
- provide opportunities for the students to practice the songs and dances
- reinforce effort, provide recognition and give guidance as students learn songs, dances and accompaniments
- demonstrate appropriate stage presence and provide opportunities for the students to rehearse for a performance on the stage
- teach and evaluate basic music concepts to prepare the students for a fine arts performance

The visual arts teacher will:

- lead discussions of multicultural art, including the countries, time periods, native peoples and art terminology
- provide examples of artworks
- demonstrate techniques
- provide guided practice

Describe what the **students** will do:

In music classes, the students will:

- sing songs from other cultures and apply previous knowledge of beat, rhythm, melodic direction, and proper singing technique in the low and high voice ranges
- follow the conductor
- sing songs from memory in English or the native language
- perform movements with folk dances and singing games and apply their knowledge of beat, basic dance steps, phrasing, and proper posture
- perform accompaniments for some of the folk songs and singing games using the Orff instruments, world drums and multicultural instruments and will apply previous knowledge of beat, rhythm, and proper playing technique while following the conductor
- perform the folk songs, folk dances and singing games at a school fine arts festival; the audience will be the parents, families, teachers, administrators and school board
- teach a folk dance to their parents and then perform the dance with their parents as part of the group

In visual arts classes the students will:

- create artworks representative of multiple cultures:

Third Grade Visual Arts

Greek Columns

Weavings

Second Grade Visual Arts

Picasso Portraits

Castle collages

First Grade Visual Arts

Native American inspired pouches

Information about the Music Performance Scoring Guide (Page 7)

Students in this school are assessed quarterly on singing, steady beat, rhythm reading, and a music concept that changes each quarter that is based on a curricular emphasis that quarter. This scoring guide is implemented during the fourth quarter.

Each student will be evaluated using the scoring guide above during the final four rehearsals prior to the performance. The performance tasks will be evaluated in the order of singing, movement, rhythms and technique, and stage presence. The preparation time anticipated for the program will be 12 class sessions.

Fine Arts Festival Scoring Guide for Music Performance

Criteria	3 Advanced 90-100%	2+ Proficient 80-89%	2 Basic 70-79%	1 Below Basic 60-69%
<p><u>Singing</u> Student's ability to perform with proper singing technique; posture, tone, low and high voice range.</p>	Can begin singing on a designated pitch and accurately match pitch in the low and high voice range. Uses proper singing posture. Follows the conductor.	Can begin singing on pitch but has difficulty maintaining accurate pitches throughout the song. Uses proper singing posture.	Can begin singing on pitch with teacher's assistance. Can sing and match pitch in only the low voice range. Uses proper posture.	Uses a talking voice and is not able to match pitch.
Criteria	3 Advanced 90-100%	2+ Proficient 80-89%	2 Basic 70-79%	1 Below Basic 60-69%
<p><u>Movement and Beat</u> Student's ability to execute the dances and singing games; steady beat, rhythms, and dance steps.</p>	Can feel the steady beat of the music and move with the ability to anticipate the changing phrases. Can execute the correct dance steps. Can clap or step correct rhythms while moving to the steady beat.	Can feel the steady beat of the music, and move with the changing phrases by following the teacher's visual cues. Can execute the correct dance steps with visual clues. Can perform correct rhythms while moving to the beat.	Has some difficulty with steady beat. Can perform the dance steps with visual and aural cues from the teacher. Has difficulty performing rhythms while moving to the beat.	Cannot maintain the steady beat of the music. Must have assistance in order to execute the correct dance steps such as a one-on-one partner. Cannot perform rhythms.
Criteria	3 Advanced 90-100%	2+ Proficient 80-89%	2 Basic 70-79%	1 Below Basic 60-69%
<p><u>Rhythms and Technique</u> Student's ability to play the instruments with proper technique using steady beat or correct rhythms.</p>	Can play the instruments with the correct steady beat or rhythms throughout the song. Uses proper playing technique. Follows the conductor.	Can play the instruments with the correct steady beat or rhythms during most of the song. Can resume beat or rhythm with visual cues from the conductor. Uses proper technique.	Can maintain the steady beat or rhythms for only part of the song. Must have aural cues from the conductor to maintain beat or rhythms. Plays properly.	Must have aural cues in order to begin and maintain beat or rhythms. Has difficulty throughout the song with beat or rhythms. Needs reminders for proper playing techniques.
Criteria	3 Advanced 90-100%	2+ Proficient 80-89%	2 Basic 70-79%	1 Below Basic 60-69%
<p><u>Stage Presence</u> Student's ability to perform selected songs and dances from memory with proper stage presence.</p>	Can follow the conductor. Has excellent posture and eye contact throughout the song. The student's performance indicates that they know the song and dance steps. They can teach the dance steps to the audience.	Can follow the conductor. Maintains eye contact through most of the performance. May hesitate to begin song or dance due to lack of memorization. Can teach the dance with visual cues from the teacher.	Has some difficulty maintaining eye contact but can be redirected by the conductor to resume proper stage presence. Needs some aural and visual cues from conductor to maintain song or dance. Needs cues to teach dance as well.	Has difficulty with stage presence and following the conductor's cues. Memorization is lacking due to academic ability or lack of effort. Lacks ability to execute the dance; therefore cannot teach it to the audience.

