**Art Integration Unit Plan Template**

LTC 4240: Art for Children

|  |  |  |
| --- | --- | --- |
| Unit Title & Big Idea: | | Grade Level: Five |
| Unit Overview/Summary: The purpose of this unit is to apply the big idea of family to a classroom of diverse learners. Through this unit students will learn that family means something different to every person and that no two families are alike. Showing respect, loving one another unconditionally, and encouraging one another, however, are common to every family. Within a family, disputes, arguments, and tensions arise, but a strong family overcomes these obstacles to experience all of the better things that come with showing compassion toward others. A classroom should be a family that demonstrates these common characteristics. I plan to implement this unit at the beginning of the school year. This timing sets the expectation that in my classroom, we will have good days, and we will have bad days. At the end of every day though, we are a community that believes in treating one another with the respect, forgiveness, and compassion a true family demonstrates every day. | | Class Periods Required: 15-18 one-hour periods (about three weeks) |
| Key Concepts (3-4)   * Family does not look the same to everyone. * There isn’t a “normal” family. * Families exist across all cultures and around the world. * Family is not just determined by bloodlines. * Families learn, grown, and seek inspiration in one another. * Families exist in many contexts – classrooms, friends, churches, schools, and more. * Families develop with effort and over time. * Family members comfort one another. * Families trust one another. | Essential Questions (3-4)   * What is a family? * What makes a family? * What are commonalities among all families? * What creates familial ties? * Are families only determined by bloodlines? * How can a classroom be a family? | |
| Unit Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   * Students will identify commonalities among families of different cultures. * Students will learn the personal strengths of their classmates. * Students will begin to develop trusting relationships among one another. * Students will apply what they learn about families to the context of the classroom. * Students will set expectations for behavior in the classroom after applying the big idea of family to the classroom setting. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Visual Art  Strand I: Product/Performance  1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems  B. Painting  Grade 5: Mix a variety of hues to create new colors, Apply layers of watercolor paint from lightest to darkest colors  Visual Art  Strand I: Product/Performance  3. Communicate ideas about subject matter and themes in artworks created for various purposes.  A. Subject Matter: Fine Art  Grade 5: Portrait: Create a portrait from observation  Visual Art  Strand III: Artistic Perceptions (AP)  2. Analyze and evaluate art using art vocabulary  A. Art Criticism  Grade 5: Identify the type of artwork, Identify and explain symbolism or message communicated in an artwork  Social Studies  Elements of Geographical Study and Analysis  5. Knowledge of major elements of geographic study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment  C. Understanding the concept of place  Grade 5**: Identify human characteristics** such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system  Social Studies  Tools of Social Science Inquiry  7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)  A. Identify, select, use, analyze, and create appropriate resources, primary and secondary, for social science inquiry  Grade 5: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters  English Language Arts  Writing  2. Compose well-developed text  A. Audience and Purpose  Grade Level 5: Compose text (a) showing awareness of audience, (b) in a format appropriate to audience and purpose  English Language Arts  Listening and Speaking  1. Develop and apply effective listening skills and strategies  A. Listening Behavior  Grade Level 5: Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers) | Core Academic Standards (Common Core State Standards) (3-4)  (<http://www.corestandards.org/>)   * [CCSS.ELA-Literacy.SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   + [CCSS.ELA-Literacy.SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   + [CCSS.ELA-Literacy.SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.   + [CCSS.ELA-Literacy.SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   + [CCSS.ELA-Literacy.SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | |
| Content Areas Integrated:  1. Visual Art  2. Social Studies  3. Literacy | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):   * Poetry: a form of literary expression * Trust: firm belief in the reliability of someone * Community * Visual Thinking Strategy: uses art to teach thinking, communication skills, and visual skills to young people * Portrait: a genre of art * Strength (in our sense): an outstanding personal quality * Evidence: something to support one’s thinking * Critical Observation: thinking about possible reasons for what one sees * Research: utilizing resources to learn the unknown * Family: what is it, what makes it, where does one find it | |
| Lesson Titles in Sequence/Order  1. Wall of Strengths (Visual Art)  2. Family Ties: What Actually Makes a Family? (Social Studies)  3. Where I’m From (Literacy) | Brief Lesson Descriptions (2-3 sentences each)   1. Wall of Strengths: Students evaluate a portrait, take a personality test, reflect on their personal strengths, and learn the strengths of their classmates. The purpose of this lesson is for students to build respect for one another’s strengths instead of pointing at each other’s weaknesses. Families inspire one another by recognizing each other’s most outstanding qualities. 2. Family Ties: Students research the structure of families around the world to learn that not one family is “normal.” Families all look different but commonalities still exist among them: families are there for one another. They respect and comfort each other in all circumstances. Students will learn that the way people treat one another creates a strong family. 3. Where I’m From: Students write “Where I’m From” poems using a template provided by the teacher. Students share their poems during two days of poets’ corner. The purpose of this lesson is for students to share about themselves and introduce a classroom environment where students feel safe to be themselves. | |
| **Summative Assessment** strategy:  The summative assessment strategy for this unit will be compiling a “Class Honor Code.” Students will write the honor code as a class while the teacher acts as a facilitator during the development of the code. To introduce this task to the class, the teacher will say the following:  “Over the past few weeks we have studied families – our own families, families around the world, how families treat one another. You all have told me that what makes a family a family is the way they treat one another. Family members you say treat each other with respect. They look for the best in each other. The are there for each other through the ups and downs of life. People in families trust one another and most importantly, they make one another feel safe and loved. I had you all think about families in this way for a very important reason: this classroom of people is a family. And we now know how families are to treat one another. Based on the activities we have done these past few weeks, I want us to come up with a set of expectations called “Our Class Honor Code.” Today, as a class, we are going to define just how we will behave and treat one another in this classroom. These expectations will be typed, signed by each of you, copied, laminated, and taped to your desk so that you can read and see them every day. Who wants to start us off? How can we be a family in this classroom?”  The teacher will then be a conversation facilitator and record what students say on the Smart Board. The next day students will sign the compiled contract and then the teacher will tape a copy of contract on the students’ desk. The contracts will stay on the desk for the remainder of the year. | | |
| What student **prior knowledge** will this unit require/draw upon?  In developing this unit, I had to carefully consider what knowledge, ideas, and attitudes about family students will bring into the classroom. A likely (if not 100%) occurrence in each of my classes is that I will have a student who comes from a family that doesn’t operate the way a family should. Students might come from a family where parents don’t give them much attention. Students might be ashamed of how their family lives. For these reasons, I focused my lessons on giving children positive experiences to associate with how families treat one another. When this unit comes to a close after three weeks time, I hope that students who come to class with misconceptions or misgivings about what a family is will begin to see their class as a family that cares for one another. I will also rely on students who do have loving families at home to help recreate that environment in the classroom. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  Every lesson in this unit gives students opportunity to imagine, explore, or experiment. In “Wall of Strengths,” students imagine how to depict a personal strength in a portrait of one their classmates. Students find inspiration to spark their imagination in Henri Matisse’s portrait *Spanish Woman with a Tamborine*.  In Family Ties: What Actually Makes a Family, students explore and research families around the world. Students make comparisons and contrasts among these families to learn what makes a family a family. Through exploration of various family structures and characteristics, students will be able to draw conclusions through inquiry and research.  The “experimenting” portion of this unit comes after the lessons have been taught. The experiment is seeing if students apply what they learned about families in this unit to their own classroom community. The teacher should reference the lessons in this unit and the “Classroom Honor Code” throughout the year as needed. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  This unit encourages students to solve problems because it anticipates that conflicts will arise between students throughout the year. This unit introduces students to thinking about handling these situations as they would with their own family. Students will have a frame of reference for solving conflicts as they arise in the classroom. Although families will bicker and often disagree with one another, they find a way to overcome those differences peacefully. Students will apply this understanding of families to solve problems that arise in the classroom in a unique way. | | |
| How will you engage students in **routinely reflecting** on their learning?  At the end of every lesson, students write a reflection of what they learned. In “Wall of Strengths,” students complete the following sentence on a notecard: the Wall of Strengths teaches me \_\_\_\_\_\_\_. In Family Ties, students write the most significant thing they learned in this lesson in their writers’ notebooks. Students write this reflection after a class discussion about what they learned from the lesson. At the end of Where I’m From, students answer reflection questions in a journal (example: Did anything surprise you in sharing the “Where I’m From” poems? What did you learn about your classmates?) | | |
| How will you adapt the various aspects of the unit to **differently-abled students**?  I will make two variations to adapt to the needs of differently-abled students: adding time to complete each assignment and increasing support for each student in accomplishing every task. I want students to have plenty of time to reflect on this unit’s content and enjoy each portion of the unit. Students should put forth their best effort throughout the unit but I don’t want them to feel pressured for not working as quickly as other students. I will be prepared to implement the extension activities I described in each lesson for gifted students. I will also be sure to provide clear directions and timelines for when work in each unit should get done. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  In Wall of Strengths, students have a chance to improve their writing about their strengths by taking the True Colors personality test. I think this test forces students to push their thinking about their strengths. Taking this test prior to writing about their strengths increases the likelihood that students will think more critically in their writing.  In Family Ties, the panel of community members that will come in to talk about non-traditional structures will increase the students understanding that all families are different and not one structure is better than another. These panelists will hopefully bring home the message that although families may be different not one is less valuable than another.  In Where I’m From, students have the option of a writing conference with the teacher to prepare for Poets’ Corner. If the majority students request a conference, I will probably change the conference from being optional to something students must do before presenting their poem. I would change the conference to something mandatory because I would want all students to have the same expectation of writing quality. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  Every lesson has multiple opportunities for students to share. Students works in pairs, through class discussion, in small groups. Students are also asked multiple times throughout the lesson to present to the entire class. Interaction between students drives this lesson because its purpose is to teach students how to treat one another the remainder of the school year. Sharing learning is present in every phase and lesson in this unit. | | |
| Unit Resources/References:  Henri Matisse, A Spanish Woman with a Tamborine: <http://www.wikipaintings.org/en/henri-matisse/spanish-woman-with-a-tamborine-1909>  True Colors Personality Test: <http://drexel.edu/oca/l/downloads/Team%20Conflict%20Workshop%20Handout%2003-13-13a.pdf>  Faith Ringgold, Tar Beach: <https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSk_O_Mg5-d8vWDkTxhsAyCwtOGl3tXoy-VAPbTvqFqHf07GyIRag>  Visual Thinking Strategy Handout: <http://www.vtshome.org/system/resources/0000/0039/VTS_Understanding_the_basic.pdf>  E-Book: <http://wws.peacecorps.gov/wws/multimedia/ebooks/bbyl-family/family.pdf>  Common Core Standards: <http://www.corestandards.org/the-standards>  Missouri GLEs: <http://dese.mo.gov/divimprove/curriculum/GLE/>  *Babushka Baba Yaga* by Patricia Polacco  Where I’m From poem template | | |

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf