

## Integrated Curricular Unit PLANNING GUIDE

1.

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



**PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)**

**Teacher (name/grade):** Alissa Moore / 6<sup>th</sup> Grade ELA

**Artist (name/discipline):** Jim Harris / Photography

**Connecting Topics:** Poetry / Figurative Language  
*(ex: American Revolution & Improvisation)*

**Inquiry Question:** What is personal expression?

**Subject Area:** English/Language Arts

**Planning dates:** appx. 10-1-09 through 10-30-09      **Number of Students:** appx. 85

**Student Academic objective(s):** *(Teachers, please include subject area, state goals, standards and objectives)*

6-1.3, 6-1.7, 6-1.9

**Student Artistic objective(s):** *(Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form)* I. Understanding and Applying Media, Techniques, and Processes

Students will

A. Describe how different media, techniques, and processes evoke different responses in the viewer of an artwork.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas

Students will

B. Analyze and describe the relationships among subjects, themes, and symbols in communicating intended meaning through their own artworks and in interpreting the artworks of others.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others



Students will

- A. Compare various purposes for creating artworks.
  - C. Analyze, interpret, and evaluate their visual preferences in their own artwork.
- VI. Making Connections between Visual Arts and Other Disciplines

Students will

- B. Compare and contrast concepts and subject matter found in the visual arts with those in other disciplines.

**Connections:** *(Write a brief paragraph describing the connections you will explore between the art form and the content)*

**Students will explore figurative language and poetry through viewing and taking photographs. Photographs will be taken of objects that capture the student's interest. Students will then write a poem about the object using figurative language and poetic devices. Poems and photographs will be organized and arranged in the visual arts book.**

**Anticipated process & Learning experience:** How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

By including photography in this unit, students will develop a richer understanding of figurative language because they will be connecting the standards to their everyday lives. Students will also be able to visualize the figurative language and "see things outside the box."

In addition to citing examples of how photography can represent what they see in their own lives, as a tool to capture what they see, students will see examples of how multimedia is the modern application of technology that takes the visual narrative from still images, to motion picture and even into various forms of digital expression. They will find that not only does this personal expression find its way into multiple mediums, but in a commercial application as well. They should discover the identity behind what we see and buy into as a culture; how much we all relate to commercial culture dictates how many express themselves.

**Art form/anticipated learning artifacts:** (photos, recordings, reflections of the learning process)

**Personal expression photograph, figurative language photographs, visual arts poetry book, reflection**  
The book will be crafted by hand using different watercolor paper for texture and the basic materials are of the connected subject matters: poetry & photography. The challenge beyond the personal expression of the poetry and photographs is to find other ways to compliment these elements with other things like using shapes and paint to create brushes or visuals.

The idea is to add texture and design that decorate the book and frame their poetry & photography in an interesting and personal form.

**Unit activities ideas:** Describe both artist and teacher activities:

**Preliminary knowledge:** Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

Jim Harris will describe his art form and how photography (including design & other expressions of visual arts) can help capture personal expression on film or in the visual narrative. Students will photograph themselves in their “personal expression” pose and write poetry about their own identity. Poems will include figurative language. The idea is to translate the literal narrative that stands behind any visual narrative.

**Beginning:** How will the unit start? What resources will be needed?

Jim Harris will introduce the art of photography as a visual narrative to students and the inquiry question will be presented. A “personal expression” photograph will be taken of each student which will eventually become the basis for their identity poem. In addition to taking their own literal and abstract personal expression photos, they will also find examples in other mediums that will inspire their overall personal expression book.

**Middle:** How will the unit proceed?

The teacher will give lessons on refrain, repetition, stanza, and figurative language. The teacher and artist will show photographs that can represent similes, metaphors, onomatopoeia, etc. Students will then take pictures of objects that not only represent themselves but also an element of figurative language. Poems will be written about the object using their figurative language.

By incorporating the art of photography and its vocabulary, students will begin to follow the still image into the use of motion picture and further digital art in order to build their perspective on personal expression and how it can spread over multiple mediums.

In addition, students will gain an appreciation and eye for interpretation of others' personal and commercial expressions.

**End:** How will the unit conclude?

**Poems and photographs will be organized and displayed in a visual arts book. The visual arts book will include the following:**

- ❖ A personal expression photograph with the child posing with their personal expression item.
- ❖ An autobiography poem using figurative language next to their personal expression photograph.

- ❖ **Nature photographs that also express their personality. Figurative language sentences and poems will be captions for these photos. Students must include all the figurative language and poetic devices addressed in the standards.**

**Jim and I will show students how to arrange their photos, sentences, and poems in their books. Students will layout their photos, etc before gluing them in.**

**Jim's version:**

**Poems and photographs will be organized and displayed in a visual arts book. The initial elements of poetry and photography will be accompanied by elements that help compliment and build the visual appeal of their books. The inspired forms of the visual narrative, whether still or moving, can help them be more creative with how they decorate their book. Just like abstract photography can represent an emotion or state, so can the use of brushes, paint or subtle design touches build on the overall expression of their books.**

**Personal/Social connections:** How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

Poetry can be a form of personal expression, and students will explore their identity by taking photographs and writing poems about them using figurative language.

We are all built on self expression. Taking the time to see how we express ourselves can allow us to understand more about how others express their own personal nature. These days, with the advent of technology, the basic art forms have advanced to create even more elaborate and complex expressions.

The availability of tools to create these forms helps our ability to capture these expressions, as well as evolve the commercial environment in which we receive cues to who we are, and how we express ourselves as a culture. The connection to this visual expression, by what we wear, listen to, read or view in tv/movies... all has to do with how we relate to who we feel comfortable being.

**Answering the inquiry question:** How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

Students will be expected to take photographs that interest them and represent their identity.

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)  
Writing poetry, creative movement (tableau) and using photography to capture their creative, personal expressions.

**\*\*How will you use this information to inform future session and progress of the unit?**

**Unit Support** (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

Just prepare the students by helping them identify that the same emotion behind writing



can be seen in the visual expression of things. Some people express what they feel or see through words, and some artists can only do so by turning their feelings into a visual translation.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

**I will work actively with the artist and be involved in all activities. In order to prepare for the artist sessions, I will communicate with the artist beforehand and inform students about what we will be doing before the artist arrives. On non-artist days, I will include more traditional lessons covering my standards. There will be quiet writing time where the students will be actively writing personal expression poems.**

**Assessment: indicators of learning:** What formative assessment strategies will you use throughout the unit to inform your teaching?

Figurative Language test – major grade ; Visual arts poetry book-major grade

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

**The visual arts poetry book is the assessment I am using at the end of this unit to assess overall learning. Students will be assessed on the figurative language they used to describe their photographs. Students will also be assessed on their autobiographical poem.**

**Schedule of Artist Sessions – Please notify Elizabeth of any changes**

<b>Session Dates &amp; Times</b> <i>(indicate exact times you will be in classroom)</i>	<b>Activity(s)</b> <i>(describe the activities designed for each session)</i>	<b>Role of Teacher</b>	<b>Role of Artist</b>	<b>Reflection &amp; Meaning Making</b> <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<p style="text-align: center;"><b>1</b></p> <p>Date: 10/1/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Jim will introduce himself and his discipline. He will show examples of photographs he has taken and examples of photographs that show an individual's personal expression. Jim will describe how he will help students during their poetry project.</p>	<p>The teacher will take notes while the artist is speaking. The teacher will also aid in classroom management.</p>	<p>The artist will speak for most of the class period and get to know the students.</p>	<p>Students will generate a writing reflection brainstorming what will be included in their personal expression photograph. Students will also reflect on what they are excited about in this unit.</p>
<p style="text-align: center;"><b>2</b></p> <p>Date: 10/9/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will bring their personal expression item to class in a piece of cloth provided by the teacher. Students will write 5 sentences with figurative language explaining and describing the item they chose for their personal expression photograph. Students will share their item with the class and read their five sentences with figurative language. Jim will begin taking the students' personal expression photographs and aiding students in taking each other's photographs.</p>	<p>The teacher will lead while students are writing sentences and sharing their personal expression item. The teacher will aid in classroom management while Jim instructs students how to take good pictures of their classmates with their items.</p>	<p>The artist will listen while students are sharing their items. He will take center stage while instructing students on how to take pictures of their classmates and their personal items.</p>	<p>Students will interview their collaborative partner about what part of this process they have enjoyed the most so far. Interview will be a written reflection.</p>

<p style="text-align: center;"><b>3</b></p> <p>Date: 10/12/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will continue to share their personal items and personal expression photographs will be taken. (finishing the lesson started on 10/9/09)</p>	<p>The teacher will lead while students are writing sentences and sharing their personal expression item. The teacher will aid in classroom management while Jim instructs students how to take good pictures of their classmates with their items. The teacher and the artist will develop the personal expression pictures.</p>	<p>The artist will listen while students are sharing their items. He will take center stage while instructing students on how to take pictures of their classmates and their personal items.</p>	<p>Students will hand their personal item to their collaborative partner and write a sentence using figurative language about their partner's item. Pairs will share their sentences to one another.</p>
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<p style="text-align: center;"><b>4</b></p> <p>Date: 10/15/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Jim will show the students photographs that visually represent figurative language. Students will go outside to the rock garden at League Academy and take pictures of items in nature that can visually represent figurative language. The part of nature they decide to photograph, however, needs to express some part of their personality. For example, I would photograph a flower because I love beautiful flowers. Then, I would write a metaphor describing the beauty of the flower.</p>	<p>The teacher will aid in classroom management and take notes while the artist shows students photographs. The teacher will lead students outside and monitor while students are taking photographs.</p>	<p>The artist will aid in classroom management while he presents photographs to the class. He will aid in classroom management and help monitor students outside. He will help and instruct students while they are taking nature photographs.</p>	<p>Students will draw a picture of their favorite part of nature they photographed. They will brainstorm and write examples of figurative language they may want to include in their visual arts poetry book.</p>
<p style="text-align: center;"><b>5</b></p> <p>Date: 10/16/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will continue to take pictures of items in nature that also express their personality. Students will continue to finish brainstorming the figurative language they want to use to help describe their nature photographs.</p>	<p>The teacher will aid in classroom management and take notes while the artist shows students photographs. The teacher will lead students outside and monitor while students are taking photographs. The teacher will help students try to FINISH taking photographs! The teacher and the artist will develop the photos.</p>	<p>The artist will aid in classroom management while he presents photographs to the class. He will aid in classroom management and help monitor students outside. He will help and instruct students while they are taking nature photographs. The artist will help students FINISH their photographs!!</p>	<p>Students will share what types of pictures they took with their collaborative pair. They will also share how they are going to describe their photographs using figurative language. Collaborative pairs will be encouraged to help give their partner ideas and encouragement.</p>

<p style="text-align: center;"><b>6</b></p> <p>Date: 10/21/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will begin to create their visual arts poetry book. They will paint on watercolor paper with watercolor paints. Their design must also be an expression of their personality. For example, if a student has a whimsical personality, that student would paint in swirls instead of straight, uniform lines. The teacher will show students the book she created. Students may mimic the colors in their personal expression item.</p>	<p>The teacher will help instruct students how to watercolor. She will manage the classroom as the students watercolor. The teacher will aid in cleanup.</p>	<p>The artist will help instruct students how to watercolor. He will also help manage the classroom as students watercolor and aid in cleanup.</p>	<p>Students will share how their design reflects their personality. Students will also describe the colors they used and how they colors reflect who they are. Students will share in collaborative pairs and to the class on a volunteer basis.</p>
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<p style="text-align: center;"><b>7</b></p> <p>Date: 10/22/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will finish constructing their visual arts poetry book by putting the cover on the book. The artist will show students how they can continue decorating their books in order to make them further express their personality. Students will begin to arrange their photographs in their books.</p>	<p>The teacher will manage the classroom as students work on their books. The teacher will help students in creating the covers on their book and help arrange photographs in the books.</p>	<p>The artist will show students ways they can further decorate their books. He will help students arrange their photographs in their books in an attractive way. He will aid in classroom management as well.</p>	<p>Students will share their books-in-progress with their collaborative pairs.</p>
<p style="text-align: center;"><b>8</b></p> <p>Date: 10/23/09</p> <p>Time: 9:05-9:55 2:17-3:10</p>	<p>Students will finish arranging their photographs in their visual arts books. Students will write their figurative language sentences and poems inside their books next to the appropriate picture.</p>	<p>The teacher will manage the classroom and help students write in their books.</p>	<p>The artist will help manage the classroom and help the students write attractively in their books.</p>	<p>Students will write a final reflection on their personal expression poetry book. They will all share their autobiographical poem to the class.</p>

**Process Documentation:** How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities. Jim and I will communicate a lot throughout the unit and reflect on the process and our progress. The process will be documented on my lesson plans in my PAS-T notebook. I will document all of our activities and plans. I also plan on taking notes while Jim is instructing the class.

How will you use this documentation to enhance student reflection and learning?

**I will share my reflection and what I have learned through this experience with the class. Also, my documentations will help me perform this unit in years to come and continue incorporating photography into later units.**

**Vocabulary:** What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

**Refrain, repetition, stanza, figurative language (simile, hyperbole, metaphor, alliteration, personification, alliteration, sound device.)**

ARTIST:

camera, lens, digital, analog, frame, film, motion picture, frame rate, composition, shot/angle variation, subject, editing, multimedia.

**Materials:** What materials or supplies will you need for this unit? (Please include details on page 3)

2. Paint for visual arts poetry book.
3. Paint brushes to make visual arts poetry book.
4. Batteries for cameras.
5. Printer ink to print photographs.
6. Ribbon / accessories for visual arts poetry book.
7. Watercolor paper for visual arts poetry book.
8. Card stock for visual arts poetry book.
9. Photo paper
10. cloth for personal item

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**Teacher Learning:**

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)



The teacher will learn how to take pictures that represent a deeper meaning. The teacher will also learn how to access and encourage student creativity and how to create more impressive works of art. The teacher will also get ideas of photographs to show the class that visually represent figurative language.

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

Communication is key! Jim and I will constantly communicate to make sure things are going smoothly and that we both feel confident in what we're teaching the students.