



SmartART's



Integrated Curricular Unit PLANNING GUIDE

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): Rebecca Locklear/2nd Grade

Artist (name/discipline): Kelly Ward/ Music

Connecting Topics: Fables and Music Composition
(ex: American Revolution & Improvisation)

Inquiry Question: Why do we tell stories?

Subject Area: Social Studies

Planning dates: October 12-October 28

Number of Students: 16

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

This academic unit is a guided reading unit. In the unit, students will learn the purpose of story telling. They will identify story elements of fables, such as characters, setting, problem, and moral. They will be able to retell story details. Students will create their own fables. The South Carolina ELA standards addressed in the unit are the following:

2-1.5 Analyze a given text to identify characters, setting and plot.

2-1.7 Create responses to literary text through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

2-1.8 Classify works of fiction (including fables, tall tales, and folk tales) by characteristics

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)*

The student will learn musical composition. The students will also learn steady beat, tempo, melody. The students will also learn how to use multi-media art. The South Carolina Music Standards addressed are the following:

1A

1 B

4B

5B

6A, C, E



7C
8 B



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

Students will use music to gain a deeper understanding of story telling. Fables are stories that are told to teach some kind of moral or lesson. The students will explore how art, including music, is also a way people tell stories.

The students will learn to use Foley art to emphasize the story elements in a fable. This will help students connect with the different story elements presented in a fable. The students will also compose music and melodies to retell fables read in class.

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?

The students will have a richer learning experience, because they are engaged in a creative learning process. The students will be able to express themselves through musical composition. They will also be exposed to various art forms through telling stories.

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

Puppet show, creative writing, original music compositions, pictures, video, learning journals

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?

The teacher will begin the unit by frontloading vocabulary for the unit. The teacher and students will also discuss the particular story elements of a fable: setting, characters, problem, solution, lesson learned. The teacher will read various examples of fables to the students.

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

The unit will begin with teaching students that art is a form of story telling. The students will look at different art forms; visual art, music, dance, creative writing, and theatre arts and discuss how all of the arts forms are a form of story telling.

Middle: How will the unit proceed?

The middle of the unit, will focus on story elements of fables. The students will create Foley Art and melodies to go with the different story elements. The students will retell the stories using Foley Art and melodies for characters.

End: How will the unit conclude?

The students will write their own fables in groups. They will then compose Foley Art and melodies for their own fables. The students will put fables into a puppet show using the Foley Art and melodies. The students will perform fable puppet shows in groups.

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?

Students will understand that stories exist beyond books. People write stories to communicate ideas. Stories can be told through all art forms. Students will learn that art can be used to tell stories. Students will explore the purpose of fables, to learn a lesson. They will connect that learning and create fables of their own. The students will create music that will fit the story elements and mood of their fable. Through creating their own fables and music, students will be telling their own personal stories and communicating their own ideas.

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?

Each day, we will explore different art forms that allow people to tell a story. The students will understand the different elements of music that can be used to tell a story. We will reflect daily on the inquiry question. Students will answer the inquiry question daily in a reflection journal.

In what way(s) will students answer the inquiry question? (example: writing, creative dramatics, creative movement, music, visual art)

Students will use discussion, discovery, surveys, reflective journal and creating music to answer the inquiry question.

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

We will use the daily writing reflections, and observations to assess whether students understand the concepts learned in the sessions. We will make sure that students are learning how to appropriately express ideas through musical composition. The teacher and artist will also use a rubric for the puppet show to assess student learning. The assessment information will allow us to adapt lesson plans, and give students more support.

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.*)

Behavior management and support before and after the unit. Create a system to gain control in the classroom.

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?

During the visits, I will work with the artist. I will be involved with the artist in facilitating activities. I will chart information during the artist visits. I will also remind students of concepts learned during the unit. On the non-artist days, we will review concepts learned during the unit. I will also front load any information and new vocabulary necessary to activate background knowledge.



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

Student learning will be assessed through daily journal entries. The teacher and artist will also use an observation checklist to monitor student understanding.

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 students will answer the inquiry question before the unit. Their response will be tape recorded by a parent volunteer. The students will answer the inquiry unit after the unit. The response will be tape recorded by a parent volunteer.

Schedule of Artist Sessions – Please notify your MENTOR of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) <i>(describe the activities designed for each session)</i>	Role of Teacher	Role of Artist	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<p>1 Date: 10/12/2009 Time: 8:45-9:45</p>	<p>Exploring Various Art forms that tell stories.</p>	<p>Chart art forms that students think tell stories. Give survey to students.</p>	<p>Bring examples of art form. Introduce music concepts through music games.</p>	<p>-discussion -survey -daily journal entry</p>
<p>2 Date:10/14/2009 Time: 8:45-9:45</p>	<p>Reading Aloud Character Analysis.</p>	<p>Choral Read Fables: <u>The Hare and the Tortoise</u> and the <u>Grasshopper</u> with students.</p>	<p>Teach tempo to go along with story characters.</p>	<p>-discussion -reflect in journal</p>
<p>3 Date: 10/16/2008 Time: 8:45-9:45</p>	<p>Read Aloud Story Elements</p>	<p>Choral Read Fables: <u>The Crow and the Pitcher</u> <u>Belling the Cat</u> <u>The Fly on the Wagon</u></p>	<p>Foley Art and Sound effects to story elements</p>	<p>-discussion -reflect in journal -decision making -creating Foley Art</p>
<p>4 Date:10/19/2008 Time: 8:45-9:45</p>	<p>Retelling a Story Story Elements</p>	<p>Help students through the process of retelling a story.</p>	<p>Retelling a fable using Foley Art and sound effects to story elements.</p>	<p>-discussion -reflect in journal - decision making - retelling a story using Foley Art</p>

<p>5 Date: 10/21/08 Time: 8:45-9:45</p>	<p>Writing Group Fables and Music Games</p>	<p>Assist students in Writing Fables in Groups.</p>	<p>Music Games. Help students assign Foley Art to written Fables.</p>	<p>-writing -creating music</p>
<p>6 Date: 10/23/08 Time: 8:45-9:45</p>	<p>Creating puppet shows using Foley Art and melody to Fables written by students.</p>	<p>Assist students in writing fables in small groups.</p>	<p>Music Games. Assist students in creating melodies and Foley art to written fables.</p>	<p>-discussion -reflect in journal - decision making - retelling a story using Foley Art -writing, creating music</p>
<p>7 Date: 10/26/08 Time: 8:30-9:30</p>	<p>Put music to fable puppet shows.</p>	<p>Assist students in performing fables.</p>	<p>Review music concepts learned throughout the unit.</p>	<p>discussion -reflect in journal - decision making - retelling a</p>

<p style="text-align: center;">8</p> <p>Date: 10/28/09</p> <p>Time: 8:45-9:45</p>	<p>Review all musical and language arts concepts learned throughout the unit. Perform student written fables in a puppet show using music.</p>	<p>Help students review all language arts concepts and vocabulary learned throughout the unit.</p>	<p>Review music concepts with students. Help students in performing their Fable puppet shows.</p>	<p>-reflection in journal -creative performance</p>
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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.

The process will be documented through digital images. The teacher or parent volunteer will document the different activities throughout the unit. Student learning will be documented through daily journal entries.

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

The journal entries will help students reflect on concepts learned throughout the unit. They will write and draw pictures after every session with the artist. The written reflection will allow them to make connections between the academic information and the art form.

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

- Fable
- Moral
- Lesson
- Characters
- Setting
- Problem
- Forte
- Piano
- Mezzo forte
- Tempo
- Beat
- Mood
- Foley art
- Non-verbal communication

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

- popsicle sticks
 - construction paper
 - crafts
 - animal stencils
 - Music craft
 - Musical instruments (provided by Sterling music teacher)
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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)

Many tools will be added to the teacher toolbox. The teacher will learn how to teach children to use music to express ideas. The teacher will learn that students can comprehend and recognize story elements from various art forms, not solely from reading from a book. The teacher will learn how to encourage student creativity.

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

The teacher and artist will discuss the unit on a daily basis, and openly communicate about student learning.