

Integrated Curricular Unit

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): Bronwyn White/ high school

Artist (name/discipline): Vera Gomez/ poetry

Connecting Topics: personal identity in visual art and poetry
(ex: *American Revolution & Improvisation*)

Inquiry Question: How can personal identity be explored in visual art and poetry

Subject Area: Visual Art

Planning dates: Various – summer institute and in Dec. Number of Students: 34

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

Students will learn about how artists explore their own personal identities using the elements and principles of visual art in a variety of media and techniques.

I. Understanding and Applying Media, Techniques, and Processes

Students will

- A. Communicate ideas through the effective use of media, **techniques**, and processes in their artworks.
- B. Apply media, **techniques**, and processes with skill, confidence, and sensitivity sufficient to make their intentions observable in their artworks.
- C. Demonstrate the skillful, safe, and responsible application of a variety of media, tools, and equipment.

II. Using Knowledge of Structures and Functions

Students will

- A. Identify and describe the interrelationships among the **elements and principles of design** that communicate a variety of artistic perspectives and purposes.

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

Students will

- A. Make personal choices and formulate **interpretations** regarding symbols, **subject matter**, ideas, and **expression** in artworks.

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will

- A. Describe how the **subject matter**, symbols, and ideas in various artworks are related to history and culture.
- B. Describe the function and explore the meaning of specific artworks from various cultures, periods, and regions of the world.

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

Students will

- A. **Analyze** the intention of the artist in a particular work and justify their **interpretation** of that intention.

VI. Making Connections between Visual Arts and Other Disciplines

Students will

- A. Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines.

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. Standard E3-4: The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.

The student will:

Indicators

- E3-4.1 Use pre-writing strategies.
- E3-4.2 Create writing with a coherent thesis, an introduction and conclusion, and support such as definitions and descriptions.
- E3-4.3 Use sentence structures, such as subordination, coordination, and apposition, to indicate relationships among ideas in writing.
- E3-4.4 Use devices, such as rhetorical questions and repetition, to develop voice and enhance meaning.
- E3-4.5 Use previously learned revision strategies to improve content and development, organization, and voice.
- E3-4.6 Use proofreading to edit for previously learned conventions.
- E3-4.7 Integrate expanding vocabulary from reading, speaking, and listening.
- E3-4.8 Create documents using emerging technology.

II. Standard E3-5 The student writes for a variety of purposes and audiences. The student will continue to address earlier indicators as needed and as they apply to more difficult texts.

The student will:

- E3-5.1 Create narrative writing that uses point of view to shape voice, tone and purpose.
- E3-5.2 Create persuasive writing including arguments supported by facts, expert opinions, quotations, and logical reasoning.
- E3-5.4 Create expository writing using organizational structures including cause and effect and classification.
- E3-5.6 Create reflective writing that explores the significance of an issue or personal experience.

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

The language of poetry will be integrated with the language of design to illuminate how ideas and emotions concerning the self can be communicated both visually and through written word. Common elements will be highlighted (line/ color/ pattern/ texture) and a variety of cultural approaches will be addressed, including a focus on Japanese poetry and art. The specific forms of found object art and poetry, jazz art and poetry, along with realistic description and representation as well as abstracted representation will be explored.

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 common language used between these art forms will be a connection for students, and the integrating of visual and written and spoken word using personal experience and expression as subject matter should prove a compelling combination.

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

The final handmade book project will provide a document in which the students will be able to select the best of their work from the unit to create a meaningful product.

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?

Each week's unit will be introduced by the artist sharing sample genre poems, personal work along with technique, and the cooperating teacher will participate in all activities as well, sharing personal information in the modeling of visual art and poetic processes.

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

The unit will begin with students providing personal objects which will provide the inspiration for both written and visual assignments exploring personal identity.

Poet (Vera) will walk them through an identity exercise that will then be leveraged by the art teacher (Bronwyn) to have the students explore self identity via self portrait or some other visual means of expression.

Middle: How will the unit proceed?

The subsequent lessons will introduce visual and poetic techniques and processes unique to specific cultures and times, highlighting how the artist communicates personal information. We will work to stress the parallels in form between written (verbal) and visual art – how both use form, pattern, texture etc. to create an image.

End: How will the unit conclude?

Students will complete handmade books which will combine the best of their work from the unit.

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?

The students will have opportunities to share their personal work with the class and to evaluate others' work in art forms, the written word and their visual medium.

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 consider the nature of personal identity, what it consists of, how it is expressed, and finally how it is understood by others.

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

Students will respond and reflect in a journal/ sketchbook several times a week.

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

In these journal entries students will ask and answer questions and will ultimately reflect on what they have/ have not learned throughout the process. The poetry and visual work they create will also be a record of their journey through the process.

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.*)



Frontload topics to be introduced during my visits and support discussion and “writing” exercise as we work through the week’s selected poetic and art style – jazz poetry, Japanese poetry, found poetry, etc.

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 be an active participant in the poetic and visual projects and will be available to brainstorm, model, and take the journey of self –discovery and expression with the students and artist.

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

Students will be expected to participate in discussion and answering questions throughout the unit. Journal entries will also help provide structure for the information taught and for student processing throughout.

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.

There will be a quiz at the end of each lesson in the unit on terms and technique and historical information. The artwork created will also be evaluated using the 3 C’s (Composition, Creativity, and Craftsmanship.)

Schedule of Artist Sessions – Please notify Elizabeth 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>
1 Date:03/01/10 Time: 1:57-3:30	Personal Objects/ Self-Portrait and Persona Poetry	Participation	Introduction	Reflection writing, sharing, and discussion on threads between written and visual art to be worked on.
2 Date:03/08/10 Time: <u>1:57-3:30</u>	Jazz Art and Poetry	Participation	Introduction	Reflection writing, sharing, and discussion on threads between written and visual art to be worked on.
3 Date:03/12/10 Time: <u>1:57-3:30</u>	Class Critique and Presentation	Leading Class Critique and Presentation	Modeling and Facilitation	Sharing of journal pieces and art work in process.
4 Date:03/15/10 Time: <u>1:57-3:30</u>	Japanese Traditional Art/Handmade paper and Haiku and Tanka Poetry	Participation	Introduction	Reflection writing, sharing, and discussion on threads between written and visual art to be worked on.
5 Date:03/22/10 Time: <u>1:57-3:30</u>	Found Object Art and Found Poetry	Participation	Introduction	Reflection writing, sharing, and discussion on threads between written and visual art to be worked on.
6 Date:03/26/10 Time: 1:57-3:30	Class Critique and Presentation	Leading Class Critique and Presentation	Reflection and Celebration	Sharing of journal pieces and art work in process.
7 Date: Time:				
8 Date: Time:				

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.

Some photos can be taken, but primarily student work will document the process. Students will journal in sketchbooks about the process and final handmade books will contain selected work from throughout the unit.

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

Let them compare their comments, reflections for the start of the week to the end, when closely to having created the visual art as well as seeing the progression of their poems in their journal will help in documenting the “connections” they see between both mediums.

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

Line/ color/ texture/ shape/form/space/pattern/ unity/ composition/ rhythm

For poetry the same list applies, adding in definitions of tanks, haiku, blues, jazz and found poetry.

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

Most art materials can be supplied by the classroom teacher. Some materials to facilitate the creation of the final handmade book document would be most helpful. These would include such items as stamps/ ink/ binding materials/ etc. and should not exceed \$200.00.

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)

I believe the introduction of the written word in combination with the visual image will inspire more meaningful dialogue, deeper thinking and more sophisticated work from my students. Using these art forms together, especially in a unit exploring personal identity, should provide enhanced opportunities for sharing and responding to work in the classroom that will undoubtedly contribute to a more intimate and interactive environment and sense of community in the classroom.

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

I feel very comfortable with the relationship that the artist and I are developing in sharing ideas and concerns and am confident our communication during the execution of the unit will continue to be productive.

As I've worked with Bronwyn in the course of developing our unit, I feel that she finds the connections between the structure/form of writing a piece ties well into visual art as well. There are many similarities and continuing elements that tie both together which we hope to explore with the students.