



# SmartARTs



## 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):** Peggy McKittrick , Debbie Holtzclaw , Carol Johnson, Nancy Pitman

**Artist (name/discipline):** Kelly Ward, Music

**Connecting Topics:** Retelling, Communicating, Creative Dramatics  
*(ex: American Revolution & Improvisation)*

**Inquiry Question:** What is a Story?

**Subject Area:** Language Arts/Reading

**Planning dates:** Sept. 29                      **Number of Students:** 50

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

Through the use of reading and music:

The students will transpose the story The Three Little Pigs using different characters and setting in a story. They will also relate the important events in sequential order.

Student Standards: 1-1.1 1-1.2 1-1.3 1-1.4 1-1.5 1-1.7 1.1.8 1-1.10 1-1.20 1-3.22 1-4.1 1-4.2 1-5.3. 1-5.4

**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 students will demonstrate the ability to respond to texts through a variety of methods, such as creating melodies, harmonies, and rhythms through the use of writing, and the visual and performing arts.

The students will use appropriate voice level and intonation when speaking and reading aloud

Music Standards: 1.A 1.D 1.E 1.G. VIII.A 1.1 IV.B V.B V1.C VIII.B V1.B V1.C V1.E V11.A V11.B VIII. B III.A IV.B V.B .VII.A

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

The students will demonstrate the academic objectives through music by establishing characters and setting in retelling a story in sequential order. Students will explore the elements of the story by retelling through music. Each student group will be asked to rewrite the story through the use of music.

**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 demonstrate the academic objectives through music by exploring melody, harmony, rhythm, and dynamics. These activities will help them analyze the story elements. The activities will enhance music expression. The students will be able to think creatively through the use of arts by analyzing stories. This learning experience provides opportunities for the use of all learning modalities.

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

Photos, videos, songs, journals, drawings, and books will be used as artifacts. The Students will develop a transformation of a given story.

**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?

Frontloading will take place by reading stories and teaching the story elements (characters, setting, problem, solution, message, and sequence). The teacher will compare a story to a puzzle. It will be explained that a story is like a puzzle and as the pieces of the story are put together, the meaning of the story becomes clear. The story parts and the purpose of each part will be taught. The students will read *The Bunnies and the Fox* written by David McPhail. The students will transpose the story by choosing different characters and a setting to create a new story following the format of *The Bunnies and the Fox*.

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

The unit will begin with an abundance of activities to teach the story elements. The teachers will have students name the setting and characters of their recent birthday to begin with a personal connection. The teacher will read different versions of The Three Little Pigs. Story elements will be taught in the following ways: flannel board stories, stick puppets, Promethean Board activities, and art activities

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

The teacher and artist will work cooperatively to enrich the elements and standards of the unit through the use of music. Students will be involved in many writing activities which will include stories that have been transposed before reading The Three Little Pigs. After teaching the story elements, the students will transpose the story The Three Little Pigs with different characters and setting. The students will compose their own melody to demonstrate



how the context is affected by the change. The students will sequence the story and apply melody and rhythm to what happens first, next, and last.

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

The students will transpose the story The Three Little Pigs through music and writing. The students will be divided into groups to create a new setting and develop new characters for the story. The students will be taught how to add musical elements to enhance story elements. As a culminating activity, the students will present their transposed stories through performance.

**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 transpose the story The Three Little Pigs. They will explore, create, and perform a musical retelling and transformation of the story. The student will continue to explore the musical connections through activities such as journal writing, drawing, reading, creative dramatics, and responding to additional stories

**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?

The students will focus on one story to analyze, explore, and retell through creative music exercises.

What is a story?

How are story elements identified? What is a setting? What are characters? How are stories retold?

What is music? What is melody? What is harmony? What is rhythm? What are dynamics and how are they applied?

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

The students will answer the inquiry question through creative writing, creative dramatics, visual arts, creative movement, music, technology, and games.

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

Future sessions will be guided by whether the students have gained understanding of the taught concepts. This may mean reteaching a concept or teaching the concept in a different way.

**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.*)

The teacher will frontload the students, communicate classroom management, prepare the classroom, maintain the proper schedule, and participate with the class. We will continue to use music across the curriculum to further enhance and develop the standards.

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 artist sessions, the teacher will manage classroom disruptions, participate with the class, assist the artist in preparing and planning the lessons, and take photos/videos.

To prepare for the artist sessions and continue with support the teacher will frontload the students, communicate classroom management, prepare the classroom, maintain the proper schedule, and participate with the class. On non-artist days, we will continue teaching story elements and applying melody, harmony, rhythm, and dynamics in other subject areas.

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

Reflections, drawings, observations, rubrics, and individual and group activities will be used as assessments.

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.

At the end of the unit the students will transpose a story through music. A rubric will also be used to assess student learning.

**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><b>1</b> Date: 10 - 20 Time: 10:25-11:05</p>	<p>Artist introduction What is music? Introduction to music and how music tells stories.</p>	<p>Facilitate Document by taking photos of students singing and drawing the movement of the sound in music. Participate</p>	<p>Teach elements of music Melody/Harmony/Rhythm</p>	<p>Sing See Do activity Shape melody with hands and body</p>
<p><b>2</b> Date: 10-27 Time: 10:25-11:05</p>	<p>Music warm up Teaching a steady beat using heart beat, singing songs, and using fast, medium, and slow beats. The students will listen to Peter and the Wolf to recognize how the music can help identify the characters. The students will apply the Melody of characters in the Three Little Pigs.</p>	<p>The teacher will assist the artist in helping the students identify the characters in Peter and the Wolf. Participate</p>	<p>The artist will teach steady beat, dynamics, and pitch levels</p>	<p>The students will draw a melody to represent a character.</p>
<p><b>3</b> Date: 11-03 Time: 10:25-11:05</p>	<p>Music warm up The students will combine elements-slow, medium , fast and loud.</p>	<p>Facilitate Document The teacher will modify behavior and keep the class organized as she assist the artist. Participate</p>	<p>Teach combining elements Play music sound tracks Describe settings Instruct the students in Tableau's Acting out characters in a setting</p>	<p>The students will act out characters in the setting and do Tableaus.</p>
<p><b>4</b> Date:11-10 Time: 10:25-11:05</p>	<p>The students will compose their own melody using shapes, free form, and they will then share what they created.</p>	<p>Facilitate Document The teacher will modify behavior and keep the class organized as she assist the artist. Participate.</p>	<p>The artist will have students improvise melody in a setting by playing a game.</p>	<p>Student will demonstrate how a melody can change the concept of the character by singing the melody differently.</p>
<p><b>5</b> Date: 11-17 Time: 10:25-11:05</p>	<p>Sing song by practicing steady beat using various objects</p>	<p>Facilitate Document The teacher will modify behavior and keep the class organized as she assist the artist. Participate.</p>	<p>The artist will have students create melody to practice sequence of first, next, and last.</p>	<p>Students will sequence <u>The Three Little Pigs</u> in Their journal by using the words first, next, and last.</p>

<p><b>6</b> Date: 11-24  Time: 10:25-11:05</p>	<p>The students will work in groups to choose new characters and setting for the story of <u>The Three Little Pigs</u>.</p>	<p>Facilitate Document The teacher will modify behavior and keep the class organized as she assist the artist. Participate.</p>	<p>The artist will assist students as they make choices of characters and setting.</p>	<p>The students will transpose the story, <u>The Three Little Pigs</u> Using their new choice of characters and setting.</p>
<p><b>7</b> Date: 12-1  Time: 10:25-11:05</p>	<p>The students will listen to various musical selections and discuss the emotions the music conveys.</p>	<p>Facilitate Document The teacher will modify behavior and keep the class organized as she assist the artist. Participate.</p>	<p>The artist will assist students in choosing musical elements to enhance their story presentations.</p>	<p>The students will write how the various music made them feel in their journals.</p>
<p><b>8</b> Date: 12-8  Time: 10:25-11:05</p>	<p>The students will present and share their new versions of <u>The Three Little Pigs</u>.</p>	<p>Document the presentations of the student's creations through video and pictures.</p>	<p>The artist will assist students with their presentations.</p>	<p>A rubric will be used to analyze student presentations.</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.

The process will be documented through photos, videos, written reflections, Tableaus, and art projects. The teacher will collaborate to document student progress throughout each lesson.

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

The students will view their personal progress in each lesson through the various activities previously listed.

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

Some vocabulary that will be introduced are the story vocabulary, melody, harmony, rhythm, and dynamics.

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

**\*\* Detailed Listing of Materials and Costs:**

<b><u>The Three Little Pigs</u> Patricia Seibert</b>	<b>4 copies (paper back)</b>	<b>\$ 3.99 each</b>	<b>\$15.96</b>
<b><u>The Three Little Pigs</u> DVD</b>	<b>1 copy</b>		<b>\$ 4.99</b>
<b><u>Three Little Pigs</u> Harriet Ziefert</b>	<b>4 copies (paper back)</b>	<b>\$ 3.99 each</b>	<b>\$15.96</b>
<b><u>Three Little Pigs</u> Richard Johnson</b>	<b>4 copies (paper back)</b>	<b>\$ 7.99 each</b>	<b>\$ 31.96</b>
<b><u>Three Little Pigs</u> Margaret Hillert</b>	<b>4 copies (paper back)</b>		<b>\$20.40</b>

**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 apply this art form to other reading stories to enhance comprehension of the stories for students. We will melody, harmony, rhythm, and transposing for other stories.

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

The teacher will become confident and comfortable using music skills modeled and taught by the artist. The teacher and artist will also communicate continuously throughout the unit to plan, make adjustments to the lessons, and give input for improvement according to the teacher and student needs.