



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): Carina Lilly/ Grade 8

Artist (name/discipline): Anita Pacyclowski/ Dance

Connecting Topics: Anne Frank-Drama & Dance Movement
(ex: American Revolution & Improvisation)

Inquiry Question: What is perspective?

Subject Area: Literature

Planning dates: 10/26/09-11/13/09 Number of Students: _____

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

8-1-8-3 All Standards

Objectives:

Students will be able to explore character perspective through movement.

Students will analyze characterization, character changes, character development, and character motives during and after reading The Diary of Anne Frank in drama format.

Students will also analyze various pieces of primary sources in the form of graphic art and literature. These pieces are artifacts illustrating the perspectives of individuals who experienced the Holocaust.

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)*

II. Choreography. Understanding choreographic principles, processes, and structures

B. Improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods)

G. Work alone, with a partner, or in a small group during the choreographic process.

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

Using movement to demonstrate the perspective of historical persons, who lived during the Holocaust, will allow students to experience what people went through on a deeper more powerful level of understanding. Using movement can allow individuals to step inside the emotions of someone else and will create a deeper level of learning.



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

Through the principle of dynamics of movement, students will be able to feel their characters experiences and then create phrases that imply the text. The principles of space will be used to have the students feel trapped or enclosed. The content being explored is deep with emotion. What movement can do is allow the students to feel and deepen their comprehension of the literature. How did they feel when they moved rage, sorrow, certain death, hope, love....complex emotions. The tone of their movement phrases most parallel the text.



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

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?

Students will explore these connections by analyzing character changes and demonstrating these changes physically. Being able to demonstrate changes through movement, will show learning and allow an audience to connect with the perspective of characters as well. Students will also explore the connections by analyzing historical art, literature, and specifically a biographical account of a Holocaust victim. Students will demonstrate the various perspectives of these pieces through movement. Students will ultimately use a biographical account of a Holocaust victim as a source for creating an “I Am” poem written from the perspective of the biographical account they were given. Students will then create a book using color to illustrate the tone of the “I Am” poem and place the pieces of their poems inside of their books. Ultimately, this will weave the perspective of the Holocaust victim they were given to analyze, with poetry, painting, and movement.

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

Students will create reflections of The Diary of Anne Frank drama format) as well as graphic art and literature. Students will create an “I Am” poem which will reflect the perspective of the biographical account they were given to analyze. Student will use movement to demonstrate their understanding of the emotions and personality traits of both the characters in The Diary of Anne Frank, as well as various artists of graphic pieces, various poets, various musicians, and the biographical account they were given. All of these various artists were Holocaust victims.

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? Prior to Anita’s visit, students will have to read and analyze Anne Frank (the drama) for character analysis and theme. Students will also be conducting research on World War II prior to Anita’s visit. Students will also receive a biography of a Holocaust victim, in 4 increments over the course of this unit. They will use this biography to create an “I Am” poem at the end of the unit. This “I Am” poem will reflect the perspective of the person they were assigned. Before Anita’s first visit, students will be scaffolded into certain character groups and will be assigned a character to analyze at various points in the play. The characters in the play go through many dramatic changes due to the environment and circumstances they are in, so character analysis plays a big part in understanding the overall perspective of Holocaust victims. By Anita’s 2nd visit, students will have analyzed a main character in the play from the beginning of the play (exposition), to the middle of the play (climax), to the end of the play (resolution.) It is important to note that the play reflects real life circumstances, and since the experience that each of the characters in the play went through, does not reflect a typical plot scheme that literature tries to depict, it will be important for students to understand that the end of the play does not reflect a typical resolution where all information is wrapped up neatly. This being stated, students can still analyze character changes at the end of the play successfully.

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

The unit will begin by introducing the elements of dance, i.e. STIR. Students will then be introduced to the technique of moving tableau during Anita’s second visit. Each student will be divided into groups of 4 depending on the main character they have analyzed.



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

Middle: How will the unit proceed?

During Anita's 3rd and 4th visits, students will explore demonstrating the 3 major scenes through tableaux:

Beginning scene Tableau

Movement exploration phrase

Middle scene Tableau

Movement exploration phrase

Resolution scene Tableau

Movement exploration phrase

During Anita's 5th and 6th visits, students will be introduced to various pieces of poetry written from Holocaust survivors. Students will explore demonstrating tableaux through scaffolded groups; each group assigned a different poem. Students will demonstrate the tableaux while music is played from various composers who had been Holocaust victims.

End: How will the unit conclude?

During Anita's 7th and 8th visits, students will create "I Am" poem movements that reflect the perspective of the person they have been assigned to during the whole unit on perspective. Students will focus on these questions:

When you're in that event, how did it make you feel (reflection)?

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?

Perspective is a rich and age appropriate topic to explore. "What would you do if you were in their shoes?"- this expression is key to their personal connection. Actions speak louder than words, non verbal communication can be researched not only in their personal experience but in the text.

Students will use the inquiry question, 'What is perspective?' to drive their learning by analyzing characterization, character motives, character changes, character conflicts, and character interactions, in the dramatic format of The Diary of Anne Frank. Students will use the inquiry question in Literature by creating three different character maps representing an assigned character from The Diary of Anne Frank, and which reflects the character at various points in time within the play. Students will use 'What is perspective?' while analyzing graphic art and literature by reflective written responses to these pieces. For example, students will study a poem written by a Holocaust victim and will be asked to write a response which begins with:

"What I need is..." Students will use 'What is perspective?' when being asked to create an "I Am" poem which reflects the biographical account of a Holocaust victim which they will be assigned. This biographical assignment mimics the biographical account given to each person who enters the Holocaust Museum in Washington D.C. Students will use movement to help visualize the perspective of the characters in The Diary of Anne Frank. Students will use the inquiry question with dance and movement after they have analyzed all of the various components of characterization in The Diary of Anne Frank. Students will be divided into groups and will be responsible for demonstrating movement which illustrates character during different scenes of the play. Students will demonstrate tableaux which illustrate the beginning scene, middle scene, and ending scene of the play. Students will also use movement as a way to demonstrate perspective through their analysis of various art and literary pieces created by Holocaust survivors.

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?



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

Each session will focus on creating tableaux and creative movement which demonstrate character perspective of the Holocaust. Some sub questions which will be explored are:

How do we use the elements of dance to deepen comprehension?

How do characters change?

What is a tableau and what purpose does it serve?

What is creative movement and what purpose does it serve?

How can I use tableau to demonstrate character changes which reflect internal and external experiences?

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

Students will answer the inquiry question through writing, creative movement, and visual art.

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

I will use this information to guide student learning through mini-lessons crafted to strengthen student understanding of perspective.

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 be enforcing the connections between the dance activities and the content of the visit. She will have the students be prepared on the day the artist visits by proper outfits to explore movement, good footwear and locating a space that has ample general space to dance. The teacher will help with class behavior management. The visits are close in time frame so teacher can reflect on the artist visits with discussion questions.

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 I will participate in the learning experience. I will help facilitate modeling new concepts. I will prepare the artist for sessions by planning, communicating, and making sure materials for lessons are readily available. I will continue to support the inquiry on non-artist days by continuing the unit with a focus on writing and literature which will facilitate exploring perspective, especially emphasizing the perspective of Holocaust victims.

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

Reflections – discussion questions from each artist visit day.

Summarizing techniques which focus on the Essential Questions

Activity of “What I need is...”

A laminated STIR chart will be available for each group to plot their connections (see attached document entitled STIR chart)

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.

“I Am” poem written from assigned biographical person’s perspective

“I Am” movement which demonstrates biographical person’s perspective

Book created with color which depicts the tone of “I Am” poem

Integrated Curricular Unit PLANNING GUIDE

A well developed dance composition that represents the criteria asked.

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: 10/26/09 Time: <u>Pd. 2, 4, and 5</u>	What are the elements of dance? STIR-introduce comfort zone; getting to know Elements of Dance	Facilitate getting to know you activities and modeling elements of dance	Instruct the lesson	Discussion question Summarizing element of dance
2 Date: 10/28/09 Time: <u>Pd. 2, 4, and 5</u>	What is a tableau and what purpose does it serve? Introduce concept of a tableau and creative movement that connects with it. Divide each student into groups of 4 (combination character groups)	Dividing students into groups and explaining purpose	Deliver lesson on tableau and creative movement	Discussion question Summarizing
3 Date: 10/30/09 Time: <u>Pd. 2, 4, and 5</u>	How can I use tableau and creative movement to demonstrate character changes which reflect internal and external experiences? Explore the 3 major scenes through tableaux and creative movement: Beginning scene Middle scene Resolution scene	Dividing students into groups and introducing assignment of creating a tableau	Each group will build a portfolio of movement and dynamic qualities of their assigned character in each scene. They most speak their characters traits	Creating a tableau Reflection
4 Date: 11/02/09 Time: <u>Pd. 2, 4, and 5</u>	How can I use tableau and creative movement to demonstrate character changes which reflect internal and external experiences? Explore the 3 major scenes through tableaux and creative movement: Beginning scene Middle scene Resolution scene	Facilitating the continued creation of tableaux and model of techniques	Each group will refine their creative movement on the changes from internal and external factors. Groups will implement choreographic devices.	Finish creating tableau of various scenes in The Diary of Anne Frank play Reflection
5 Date: 11/04/09 Time: <u>Pd. 2, 4, and 5</u>	What is the perspective of people during the WWII time period? Introduce poetry written from Holocaust survivors Music by Composers from Holocaust	Facilitate how student will read and analyze a poem written by a Holocaust victim and demonstrate a tableau which reflects the poem's tone	Individual exploration will be given in a large group. All students moving to a narrated poem. Music that heightens the mood/tone will be played.	Tableau of poem reflection

Integrated Curricular Unit PLANNING GUIDE

<p>6 Date: 11/06/09 Time: <u>Pd. 2, 4, and 5</u></p>	<p>What is the perspective of people during the WWII time period? Continue with creating tableaux reflecting poetry written from Holocaust survivors Music by Composers from Holocaust</p>	<p>Facilitating the continued creation of tableaux and model of techniques</p>	<p>Groups will choose or be given a poem from a pre selected list that they will need to set choreography to.</p>	<p>Finish creating tableau of poem reflection</p>
<p>7 Date: 11/09/09 Time: <u>Pd. 2, 4, and 5</u></p>	<p>How can I create movement to reflect my "I Am" poem? Explore mood and tone-which words create feeling? Create movement that reflects the perspective of that person when you're in that event How did it make you feel (reflection)? "I Am" poem movements</p>	<p>Facilitate exploring mood and tone in the "I Am" poems that students have written Facilitate creating tableaux that reflect "I Am" poems</p>	<p>Students will work individually and feel their words in movement phrases. They will need to us a set dance composition sequence.</p>	<p>"I am movement"</p>
<p>8 Date: 11/13/09 Time: <u>Pd. 2, 4, and 5</u></p>	<p>How can I create movement to reflect my "I Am" poem? "Finish "I Am" movements and wrap up</p>	<p>Facilitate finishing "I Am" movements</p>	<p>Students will work individually and feel their words in movement phrases. They will need to us a set dance composition sequence.</p>	<p>"I Am" Movement and books</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.

Pictures

Student crafted reflections

"I Am" poems and books

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

Reflect on pictures

Use student crafted reflections to guide instruction

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

STIR

Elements of Dance

Tableau

Perspective

Point of view

Characterization

Character analysis

Character changes

Character motives

Character actions

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

Art paper

Paint

Paint brushes

Ribbons



SmartARTs



Integrated Curricular Unit PLANNING GUIDE

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 hope to learn how movement can deepen understanding of how integrated arts can enhance learning for students.

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

Reflection and assessment verbally at the end of class or through email.