

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): Judith Harrington

Artist (name/discipline): Judy Klein/ Theater-Drama

Connecting Topics: Story Telling
(ex: *American Revolution & Improvisation*)

Inquiry Question: How do I tell a story?

Subject Area: Visual Arts

Planning dates: July 9, 2009 Number of Students: 220

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

The students will be able to visually interpret a painting using dramatic elements such as body, voice, face, imagination, props, set, and costumes.

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 be able to express themselves and their feelings through story telling. They will analyze the artwork of Harlem Renaissance artist Jacob Lawrence and identify the story elements within them. Using these interpretations the students will participate in a series of activities that will allow the students to actively demonstrate their understanding of both theatrical elements and visual art elements.

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

Drama and visual arts share common artistic creative processes and elements. Both of these art forms offer students the opportunities to express and interpret. We'll connect the content through activities that focus on mood, space, improve, imagination, body and facial movement. For example in visual art artwork has emotions and moods in paintings. In drama characters have emotions and moods as well.



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 explore these connections through a series of dramatic exercises and activities. These include the use of Tableau, performance, costume make up, props, sets, body and facial awareness. Students will learn more by doing things this way because they are actively involved in the creative process.

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

The students will create tableaus, improve activities, demonstrate their knowledge of emotion and dissect paintings. They will journal at the culmination of activities and record their experiences with photos and digital clips.

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 the unit the teacher will frontload by teaching the students who the artist Jacob Lawrence is and what a story is. We will dissect a painting using a story map to begin the students thinking about story elements.

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

Week 1- The unit will begin with an introduction to theater and dram. The terms actor, drama, and director will be defined. The students will be introduced to pantomime and a tableau of the painting “Parade” by Jacob Lawrence will be done.

Middle: How will the unit proceed?

Week 2-3 The unit will proceed with activities that allow the students to answer more questions about story telling. They will learn how to tell stories using their bodies, their voice, their face, costumes, sets, props, and make up. The paintings that will assist in the development of these concepts include Jacob Lawrence’s paintings “The Barber Shop”, “The Olympics”, “The Clown”, and “The Playground”.

End: How will the unit conclude?

Week 4-At the conclusion of the unit the students will use all of their knowledge of dramatic elements and storytelling with artwork to attempt storytelling with improve. They will be given beginning cues and will work towards expressing themselves as characters in paintings.

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?

Throughout the unit the students will be personally connected with the activities because they will be drawing on their own feelings and personal experiences as they interpret the emotions of the characters and painting elements. During the improvisation portion they will create dialogue as well.

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?

Inquiry Question - How do I tell a story?

Week 1 sub question – How do I tell a story using my body?

Week 2 sub question – How do I tell a story using my voice, stage position, and set?

Week 3 sub question – How do I tell a story using my face, makeup, costumes, and props?

Week 4 sub question – How do I tell a story using my imagination?

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

Tableau, Makeup artistry, Painting interpretation, and Dramatic expression

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

These dramatic tools will be invaluable when interpreting future paintings. It will also be used when the students create their own story cloth using hand made stamps later this year.

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.*)

Teacher will Frontload, assist in class management, and participate on all activities.

The artist can assist in developing activities to support the interpretation of paintings and guide the students through answering the sub inquiry 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 artist sessions I will get the artist exemplars and will add to classroom management ideas and my visual arts expertise.

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

Week 1- Tableau Participation with teacher Observation

Week 2 and 3- Group Share Activities- Oral Checking for Understanding to be heard by artist and teacher

Week 4 – Journal Entry

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.

Art and Theatrical Assessment Rubric

Q Quality Achievement

Always demonstrates quality achievement in artistic and theatrical skills.
Always demonstrates quality achievement in artistic and theatrical knowledge.
Always uses time wisely while working on projects and theatrical work.
Always follows directions.
Always uses materials safely.

M Meets Standards

Meets standards in artistic and theatrical skills most of the time.
Meets standards in artistic and theatrical knowledge most of the time.
Uses time wisely while working on projects most of the time.
Follows directions most of the time.
Uses materials safely most of the time

P Progressing Towards Standards

Some Progress towards standards in artistic and theatrical skills.
Some Progress towards standards in artistic and theatrical knowledge.
Sometimes uses time wisely while working on projects.
Sometimes follows directions.
Sometimes uses materials safely.

L Little to no progression towards standards.

Little to no progression towards standards in artistic and theatrical skills.
Little to no progression towards standards in artistic theatrical knowledge.
Rarely or never uses time wisely while working on projects.
Rarely or never follows directions.
Rarely or never uses materials safely.

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>
1 Date: Week of Sept. 21st Time: <u>TBA</u>	Pantomime practice activities, act out person in a painting, Ends with classroom tableaux	Add details about painting, circulate room	Introduce introductory theater terms, teach pantomime	Tableaux
2 Date: Week of Sept. 28th Time: <u>TBA</u>	Diction exercises and expressions, set and position	Give details about paintings, set design	Lead diction exercises and stage positions	Diction group dialogue
3 Date: Week of Oct. 1st Time: <u>TBA</u>	Bag activity, prop activities, make-up activities	Teach about props, emotion, mood	Teach bag, facial activity, apply makeup for emotions	Clown activity
4 Date: Week of Oct 8th Time: <u>TBA</u>	Improv; finish the painting story prompt	Organize improve activity	Classroom manage activities for improv	Improv....finish the painting
5 Date: Time:				
6 Date: Time:				
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.

We will alternate journal entries to reflect on teaching and student learning.

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

We will monitor and adjust the classes as needed based on our journal reflections.

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

Week 1- actor, drama, director, pantomime, tableaux

Week 2- up-stage, downstage, set, focal point, conflict

Week 3- vaudeville, emotion, mood, tableaux

Week 4-Improv

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

Clown make-up, large paper bags,

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 will learn about the terms in the discipline of theater and learn how to apply them to learning activities in my art classes.

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

We've planned together and both are comfortable with the activities and classroom organization during them.