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PLANNING FORM, BUDGET & FINAL REFLECTION FORM

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.

PLEASE COMPLETE THE PLANNING FORM ELECTRONICALLY AND SAVE AS A WORD DOCUMENT.

REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES.

(NO HANDWRITTEN PLANNING FORMS WILL BE ACCEPTED)

Teacher (name/grade): Inga Puffer – Creative Writing

Artist (name/discipline): Beth Whigham, Visual Arts

Connecting Topics: Literature and Visual Arts
(ex: American Revolution & Improvisation)

Inquiry Question: What is your creative process?

Subject Area: Creative Writing

Planning dates: 09/5/07

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

Creative Writing Standards

Student Artistic objective(s): The students will develop and expand their knowledge of visual arts (particularly watercolor) its techniques and processes in order to express ideas creatively in their own work.

The students will create an original collage using the papers that they have created as well as found paper and materials.

The students will learn principles of design and will evaluate the use of these elements in their own work and the work of others.

Connections: As the students read and study the variety of poems and are introduced to a variety of visual artwork, they will become aware of the similarity between the two forms of art (poetry and visual art) Both have a central theme and point of view. They both follow a creative process and use texture, mood, color, variety, and tone to communicate.

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?

Students will transform their writing into paintings, interpreting their own work as they create in various genres. Painting will allow each student to tangibly experience how their technique influences the meaning of her work. **Students will begin to understand how an artist's attention to color, subject matter, dimension and depth are similar to a writer's attention to tone, theme, word choice, and point of view.**

Art form/anticipated learning artifacts:

Water color paintings of poetry we study

Student poetry

A collage designed from the textured papers that they have created during the unit that illustrates their poem.

Video documentary and Journals of creative processes

Digital pictures

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?
(See Appendix)

Beginning: How will the unit start? What resources will be needed?
We will need some of Beth's paintings, water color paint and paper, and paper to publish student's poetry.

Artist will create a personal connection by showing art pieces she has created. Classes will share our writing in a writer's chair format with Beth. Students will write cinquain about the author's painting.

Middle: How will the unit proceed?

Watercolor techniques will be taught as students "paint" poetry.

Principles of design and composition will be introduced.

Students will illustrate their own work with a collage

End: How will the unit conclude?

Students will use what they have learned to critique one another's paintings and writings as well as to interpret and illustrate poems.

Personal/Social connections: How does the inquiry question offer opportunities for personal connections between the student and the content area? Between the student and the art form?

Students will be able to apply their own interpretations of writings we study, and students will primarily focus on their own creative process. Where does their inspiration come from? What techniques does the student enjoy using to convey meaning?

Answering the inquiry question: How will each of the sessions create experiences that allow students to answer the inquiry question in deeper, more comprehensive ways? In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)

Journal entries, creating paintings, creating writing, group discussion, and through documentary.

Students will first learn techniques and then apply them to a collage that illustrates their poem. At the end of the unit, students will be expected to confidently critique the technical aspects of their work and that of their classmates.

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.*)

Participate, behavior management, and front loading. The teacher will show them some of her paintings so they are not afraid of creating.

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 paint, frontload (see above) , plan a parent night, take pictures, video, and manage behavior.

Assessment: indicators of learning: What formative assessment strategies will you use throughout the unit to make sure that students are learning and ready to move forward?

Discussion, journals, rubrics for writings and paintings, and graphic organizers for main painting

What summative assessment will you use at the end of your unit? If using a rubric(s), please provide an electronic copy.

Rubric (see attached)

Schedule of Artist Sessions –

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 <i>(writing, interview, visual, tableaux, discussion, etc.)</i>

1 Date: 10/15 Time:	Introduce the artist What is a creative process? Write a cinquain about one of artists paintings	Introduce the artist and participate in the activity	Show work and facilitate the cinquain writing and discussion	Journal and discussion
2 Date: 10/17 Time:	Beginning instruction about painting. Introduce watercolor painting techniques.	Participate and engage the students	Instruction	Journal response to ee cummings and write one thing they learned.
3 Date: 10/23 Time:	Discussion of “The Red Wheelbarrow” the artist will introduce color and the importance of setting the tone with color.	Frontloading and participate in the painting process.	Instruction in the moods and affects the artist creates with color.	“What color is your soul?”
4 Date: 10/25 Time:	Creating textures in painting and in poetry. The students will create a small landscape or abstract painting using the textures learned.	Frontloading and engaging students in the process	Instruction in the painting process and textures they can create	Questions and discussion to review techniques they have learned.
5 Date: 10/29 Time:	Journal “The Purple Robe. Planning for the collage and organizing the papers and materials they will need.	Facilitates the discussion and participates in the process.	Introduces the process of making a collage. Shows examples of collages.	“What is your creative process?”
6 Date: 10/31 Time:	Students will work on the collage and share the progress with the class.	Frontloading participating with the students	Instruction and demonstrates the process as necessary.	Students will discuss the creative vision on camera.
7 Date: 11/2 Time:	The students will complete the collage during today’s class.	Facilitates and encourage the students in their work	Instruct and encourage the students in finalizing the project.	How do you feel comfortable expressing yourself?
8 Date: 11/6	The students will display and view the art work and will choose a painting to interpret. We	Facilitate the discussion.	Observe the students as they present their work.	Presentation and discussion of each others art and poetry.

Time:	will share in a writer's chair format.			
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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.

Vocabulary: Art: Wet in Wet, wash, "hard edge," dry brush, masking, composition, design, collage, tone, theme, process, imagery, genre, word choice, poignant, mood, setting, characterization

Resources: What outside resources will you need to enhance student learning?
Pictures, prints of artwork, music, library

Materials: What materials or supplies will you need for this unit?

Watercolor paper, drawing paper, paints, brushes, water, cups, plates (for mixing paint) salt, alcohol, rubber cement, crayons, scissors, glue, mounting boards, newspaper, magazine clippings, sample art.

CD player in the classroom

Performance space

Music

Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox?

The teacher will actively participate in the process as an example to the students. She will learn about painting with watercolor paints and using the techniques to create depth and drama to her artwork.

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

We will share feedback at the end of each day and assess the need for changes or improvements in the plan