



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): Tracy Beach 6th Science

Artist (name/discipline): Shane Bryany Ceramics

Connecting Topics: creating ceramic models of new species with adaptations
ex: *American Revolution & Improvisation*)

Inquiry Question: What are characteristics and adaptations beneficial to animals?

Subject Area: Science

Planning dates: Feb. 22-Mar.5, 2010 Number of Students: 148

Student Academic objective(s): *(Teachers, please include subject area, state goals, standards and objectives)* Tracy Beach MA Science, Shane Bryant Ceramic Artist

SC 6th grade science standards and objectives:

6-1.2: Differentiate between observation and inference during the analysis and interpretation of data.

6-1: The student will demonstrate an understanding of technological design and scientific inquiry, including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

6-1.4: Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or a product, implementing the design, and evaluating the solution or the product).

6-3.1 Compare the characteristic structures of invertebrate animals (including sponges, segmented worms, echinoderms, mollusks, and arthropods) and vertebrate animals (fish, amphibians, reptiles, birds, and mammals).

6-3.2 Summarize the basic functions of the structures of animals that allow them to defend themselves, to move, and to obtain resources.

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)* 1 - To observe how animals physical characteristics and adaptations relate to their environment.

Students will create and design their own animals with adaptations and describe the environment their animal lives in.
2 - To choose characteristics, adaptations and an environment to design a new specie.

Students will:

Select and apply the most effective media, techniques, and processes to communicate their experiences and ideas

through their artworks.

Use art materials and tools in a safe and responsible manner.

Analyze and describe, using the appropriate vocabulary, the composition of a particular artwork with regard to the

elements and principles of design that it manifests.

Create artworks by using elements and principles of design that are appropriate for good composition and for the

communication of the particular ideas.

Use visual metaphors and symbols in an artwork to convey meaning.

Analyze and describe the relationships among subjects, themes, and symbols in communicating intended meaning

through their own artworks and in interpreting the artwork of others.

Compare and contrast concepts and subject matter found in the visual arts with those in other disciplines.

Article I. Identify visual arts careers and the knowledge and skills required for specific art careers.

Understanding and Applying Media, Techniques, and Processes

Students will

Describe how different media, techniques, and processes evoke different responses in the viewer of an artwork.

Use art materials and tools in a safe and responsible manner.

II. Using Knowledge of Structures and Functions

Create artworks by using elements and principles of design that are appropriate for good composition and for the communication of the particular ideas

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

Students will

A. Use visual metaphors and symbols in an artwork to convey meaning.

Analyze and describe the relationships among subjects, themes, and symbols in communicating intended meaning through their own artworks and in interpreting the artworks of others.

VI. Making Connections between Visual Arts and Other Disciplines

Students will

A. Compare and contrast the characteristics of works in two or more art forms that have similar subject matter, historical periods, or cultural contexts.

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

By observing and capturing a point of study with clay, or using animal characteristics to find visual perspectives that aid in explaining a new created animal. From deriving a point of view or focal point based on the clay animal... students apply artistic techniques to a single individual creation from which an animal is explained/told/expressed.

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 together by being introduced to the information about altering clay. The animal will represent whether or not the student understands physical characteristics of animals and how they benefit and take away from their environment. It will be interesting to see what each student's animal will be because each will have the opportunity to create their own animal that does not exist and a world it belongs to.

The process involves identifying animal characteristics, adaptations and making them come to life through clay.

By manipulating clay and the use of glaze, students will gather elements that represent 5 physical characteristics, how it benefits its environment and what damage it creates. The student's own creation establishes a locale that can be compared to others' ideas.

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

Clay, poetry

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?

Students have been taught about the many invertebrate and vertebrate physical characteristics and adaptations that affect their living environment prior to the SmartArtist coming.

Beginning: How will the unit start? What resources will be needed?
Drawings and interpretations of animal in clay

Middle: How will the unit proceed?
Manipulation of clay into animal for 3 days. Glaze after drying. Thursday sit by kiln and do reflections of poem about their animal. Friday presentation of animals begins.

End: How will the unit conclude?
This unit will end with a grade, and showcase.

We will frontload through an introduction of translation of animal from idea to drawing. Main clay instruction...how far you can push clay, how to treat it, techniques. Glazing procedures, multiple coats don't mix glazes, don't paint the bottoms of feet, etc. Present Friday and student assessment form.

Beginning:

After the introduction, students will participate in the process of identification, and brainstorming to begin a collection of elements and ideas.

Needed resources will be some paper, pens/pencils to sketch ideas.

Middle:

The unit proceeds with the actual creation aspects and then their own artistic piece that builds on their created environment.

End:

The unit concludes with students having prepared a simple to complex artistic piece that gives a unique and personal piece of art using associative elements that carry a point of view based on what they've learned.

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?

Personal and social connections to the content area will be broad and personal. Each student will not only see how physical characteristics and adaptations affect them in their life, but in other animals too. The subject is broad and it is hopeful the animals provoke awareness and understanding of the subject.

By identifying a unique animal and placing its existence within its created natural state, and then through the eyes of human perspective and the process of sculpting, students will see something change states and begin to become a resource for opinion, expression, and even self reflection.

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?

What are 5 physical characteristics your animal will possess?

What are 5 adaptations your animal will possess?

How will those physical characteristics benefit your animal?

How will the adaptations benefit your animal?

What is your animal's environment?

How do your animals physical characteristics and adaptations allow your animal to survive in its environment?

Each session is designed to start with broad ideas and recognition of underlying concepts that help identify physical characteristics and adaptations that benefit each student's animal.

Choosing a unique animal narrows the application of creating its own physical characteristics, adaptations, vocabulary and definition as an independent whole. Beyond this is the ability to identify its role in and among other worlds, how it interacts, effects and is effected by its environment.

Intrinsic questions include human perspective. Unique animals can represent facts or an objective view point of this project; it can also be used to represent unique ideas or is affected by its environment.

By adding an emotional point of view we hope that students can find their own perspective in how adaptations and characteristics applies to us, and find elements to help create an artistic piece that not only represents their animal, but assists the student in explaining or telling about their animal.

Physical characteristics and adaptations objective approach surrounds the scientific processes affected by any and all variables. The subjective approach is how characteristics and adaptations are affecting the animal.

The environment's objective is the identification of the natural/ecosystem that supports the life of the planet, from the cycle of life to evolution... the subjective is how the decisions we make effect the surrounding environment. Sculpture, can display this as fact or with the intent of expressing opinions about how variables within the environment relate (culturally, historically...)

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)
With their sculpture, poetry, and presentation.

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

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 is always great at helping the students focus on the principles they are meant to adhere to, helping students always be aware of the simple facts and ideas they are supposed to learn.

Much of the process takes a broad, open-ended question, narrows it down and then pushes it into an abstract creation that focuses on an individual visual expression. It's important for students to remember the whole process and the principles of each step.

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?

Inquiry is embedded in my classroom every day. I will co teach the science and Shayne will cover the arts integration by teaching, modeling, and scaffolding.

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

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.

Sculpture presentation, 5 physical characteristics, 5 adaptations, and an environmet that supports the animal and the animal contributes too.

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.

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>
<p>1 Date: 3/15 Time: <u>See bell schedule</u></p>	<p>Introduction of Shane Bryant and his sculpturing background</p>	<p>Introduce, help, in understanding clay and tool techniques</p>	<p>Introduce concepts and the ideas behind visual arts</p>	<p>Ticket out the door: What 5 physical characteristics will you be sculpting?</p>
<p>2 Date: 3/18 Time: See bell schedule</p>	<p>Creating animal</p>	<p>Ensure characteristics and adaptations are created</p>	<p>Assist teacher in relating artistic/science objectives and how students will put the two together</p>	<p>Ticket out the door: What adaptations will be visible in your sculpture?</p>
<p>3 Date: 3/19 Time: <u>see bell schedule</u></p>	<p>Finishing sculpting and getting ready to dry over weekend</p>	<p>Ensure characteristics and adaptations are created</p>	<p>Assist students in using finishing techniques</p>	<p>Make a face that reflects how you feel about your animal.</p>
<p>4 Date: 3/22 Time: <u>11-3</u></p>	<p>Glaze</p>	<p>Assist in finishing, support, scaffolding</p>	<p>Assist with glazing techniques</p>	<p>What colors will you choose for your animal?</p>
<p>5 Date: 3/23 Time: <u>11-3</u></p>	<p>Glaze</p>	<p>Assist in finishing, support, scaffolding</p>	<p>Assist in finalizing glazing process</p>	<p>Write a story about your animal and where it lives, what adaptations and characteristics that make it possible for your animal to survive.</p>

<p>6 Date: 3/24 Time: <u>11-3</u></p>	Glaze	Assist in finishing, support, scaffolding	Assist in project preparation; reviewing, of concepts and overall project purpose.	Prepare to write a poem about your animal...rough draft.
<p>7 Date: 3/25 Time: 11-2:</p>	Kiln day and poetry reflection	Writing and presentation planning	Kiln and poetry assistance	Poem
<p>8 Date: 3/26 Time: <u>11-3</u></p>	Presentations	Grading		Surveys

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.

Documentation will involve recording and photographing students as they work through each phase of the project.

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

Documentation provides explicit reflection for students to recall each step of the projects and associated concepts.

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

sculpture, clay, glaze, perspective, objectivity, subjectivity, opinion, brainstorming, research, poetry, presentation, adaptations, characteristics, environment

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

Clay, glaze, tools, kiln

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 am always looking for ways to integrate multiple arts integration styles to infuse in all my units! When you try to teach over a hundred students to learn success in the classroom, I feel it will help students maintain an interest in learning by offering as many different ways in which to learn the material. This collaboration will give students and myself new tools to enhance our learning and my teaching.



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

I plan on offering points for this project in the future, students will have the opportunity to incorporate this option in every unit beyond this particular one. This will allow the students to evolve and express their learning throughout the year.