**Art Integration Lesson Plan - Literacy**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: How You See Yourself --- HER RELATIONSHIP WITH HERSELF | | Grade Level: 5th --- Girls |
| Lesson Purpose:  - Reflect on video --- What does it say to you? How has it changed how you want to describe yourself?  - Draw attention to being over critical of ourselves and the way we think we look  - Use descriptive language to describe yourself and a peer (the more descriptive, the better the image)  - Perspectives study --- how things look differently from different viewpoints  - Compose personal narrative about experience using steps of writing process | | Class Periods Required:  2 |
| Key Concepts (2-3):  - Students will learn the importance of descriptive language  - Students will develop an awareness of perspectives  - Students will develop a personal narrative about experience to take through the writing process | Essential Questions (2-3):  - Why do you think it is important to use descriptive language when you talk or write about something?  - Thinking about perspectives, why do you think different people see things differently?  - How do you think your perception of yourself has been affected by this lesson? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. Students will productively use descriptive language in two ways --- verbal descriptions, written narrative  2. Students will define perspectives and identify different perspectives (including self-perception)  3. Students will take writing piece through steps of the writing process (prewriting, drafting, rereading, editing, publishing) | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Writing  1. Apply a writing process in composing text  A. Writing Process  - Follow a writing process to: (a) use a prewriting strategy, (b)  generate a draft, (c) reread, revise for audience and purpose,  ideas and content, organization and sentence structure, and word  choice, (d) edit for conventions, (e) share writing  3. Write effectively in various forms and types of writing  A. Forms/Types/Modes of Writing  - Compose a variety of texts: (a) using narrative, **descriptive**,  expository, and/or persuasive features, (b) including a summary  (narrative or informal)  Information Literacy  2. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media  A. Media Messages  - Analyze messages conveyed in various media (e.g. videos,  pictures, websites, artwork, plays, and/or news programs)  Personal and Social Development  1. Understanding self as an individual and as a member of diverse local and global communities  A. Self-Concept  - Demonstrate the personal characteristics to maintain a positive  self-concept | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>)  [**CCSS.ELA-Literacy.W.5.1**](http://www.corestandards.org/ELA-Literacy/W/5/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  [**CCSS.ELA-Literacy.W.5.3**](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  [**CCSS.ELA-Literacy.W.5.3d**](http://www.corestandards.org/ELA-Literacy/W/5/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.  [**CCSS.ELA-Literacy.SL.5.1**](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. | |
| Integrated Content Areas:  1. Visual Art  2. Literacy --- Language and Writing | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  **Descriptive language:** uses imagery to help the reader/listener imagine how something looks, sounds, smells, tastes, or feels.  **Narrative writing:** writing about an event in a personal way.  **Perspectives:** different peoples’ views of the world around them.  **Self-perception:** awareness of one’s self; self knowledge.  **Self-Esteem:** a feeling of pride in yourself. | |
| Anticipatory Set (Gaining Attention):  Watch Dove video, Real Beauty Sketches  <http://www.youtube.com/watch?v=XpaOjMXyJGk>  - Students will be asked to respond to the video in their writer’s notebooks | Closure (Reflecting Anticipatory Set):  Take personal narrative about experience through the writing process for publication at the end of the lesson to be shared with parents. | |
| Lesson Activities & Procedure(s):  1. After watching the video and taking a few minutes to do the reaction journal entry, students will participate in a whole class discussion about what their first thoughts are about the video.  2. Students will sticky-note what they think self-perception is and put their definitions on the board --- this will be anonymous so students feel comfortable being open and honest; it will also allow for assessment of prior knowledge/exposure to concepts of perspectives and self-esteem.  3. In small groups, students will discuss the importance of seeing yourself in a positive light --- they will focus on ways to have a positive self-image and then report out their ideas to the class.  4. Students will welcome a special guest --- a local sketch artist who will sketch the students based on their descriptions of themselves and their peers.  5. Each student will draw a popsicle stick for who they will describe to the sketch artist. After being sketched, the student will describe their peer to the artist.  6. Students will have the chance to look at their sketches (privately) and if they want to share them with the class, there will be time during a whole class discussion about the experience.  7. Students will draft a reflection/reaction piece and include what they have learned and what they want to work on see themselves in a brighter light --- students are encouraged to build their self-esteem through this activity. | Lesson Texts & Materials:  1. Dove Real Beauty Sketches video: <http://www.youtube.com/watch?v=XpaOjMXyJGk>  2. Local sketch artist  3. Writer’s notebooks | |
| Lesson **adaptations** for challenged learners:  - Students sensitive to peer perceptions can elect to have teacher describe them to sketch artist --- this will take the fear of being judged out of the experience.  - Students who struggle with verbal descriptions can write their descriptions for the sketch artist --- the artist will be asked to provide questions asked ahead of time so students who choose this method can begin working while other students are with the artist. | Lesson **extensions/enrichments** for gifted learners:  - Students will design an activity to take into the Kindergarten classroom to help teach the importance of good self-esteem and having a positive self-image. | |
| **Formative Assessment** strategies:  - Completion of journal entries by students will serve as a guide to how well they responded to the video  - Sticky note activity allows for assessment of prior knowledge/exposure to concepts of perspectives and self-esteem  - Participation in small group discussions demonstrates understanding and involvement with the lesson  - Appropriate participation with guest sketch artist can also be assessed for behavior goals  - Reflection piece to take through the writing cycle --- summative assessment | | |