**Art Integration Unit Plan**

LTC 4240: Art for Children

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| Unit Title & Big Idea: **HER RELATIONSHIP WITH HERSELF** | | Grade Level: 5th --- Girls |
| Unit Overview/Summary:  In this unit, 5th grade girls will be empowered to view themselves in a positive light. They will learn the importance of self-esteem and recognizing inner beauty. Students will define what good friendships are and what qualities help promote positive self-esteem and healthy relationships among peers. Students will utilize visual art in various ways to illustrate their learning throughout the lessons. | | Class Periods Required:  5 |
| Key Concepts (3-4)  - Students will develop understanding of the importance of positive self-esteem, good friendships (what it means to be a good friend), perception of inner beauty, and a positive classroom community.  - Students will utilize journaling to reflect on experiences and deepen their thinking, learning, and understanding of ideas.  - Students will utilize visual arts to illustrate their learning and personal growth throughout the lessons. | Essential Questions (3-4)  - How do you feel about your relationship with yourself?  - Why is having a positive self-esteem and self-image important?  - Why is focusing on inner beauty important?  - How do you build positive relationships that promote self-esteem within the classroom? | |
| Unit Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. Students will define perspectives and identify different perspectives (including self-perspective) and use descriptive language to describe themselves and a peer.  2. Students will study the Bill of Rights and write a Classroom Bill of Rights to include how students have a right to good friendships in their peers and positive self-esteem.  3. Students will design a Friendship Quilt to illustrate qualities that make a good friend.  4. Students will observe and analyze self-portraits of female artists and think about why they chose to depict themselves the way they did.  5. Students will define inner beauty and create a self-portrait representative of their inner beauty. | | |
| 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)  Principles of the Republic  1. Knowledge of the principles expressed in documents shaping republic in the United States  A. Principles of the republic in the United States  - Identify important principles in the Bill of Rights, such as basic  rights and freedoms (for rights listed, see Amendments 1-8; for  rights not listed, see Amendment 9)  Visual Arts: Product/Performance  1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems  A. Drawing  - Create texture or surface quality using any drawing media  B. Painting  - Mix a variety of hues to create new colors  - Apply layers of watercolor paint from lightest to darkest colors  - Using tempera paints, produce a sharp, clear edge between  areas of colors  3. Communicate ideas about subject matter and themes in artworks created for various purposes  A. Subject Matter: Fine Art  - Portrait: Create a portrait from observation  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  C. Citizenship and contribution within a diverse community  - Demonstrate personal characteristics of a contributing member  of the school community  2. Interacting with others in ways that respect individual and group differences  A. Quality relationships  - Exhibit mutual respect and compromise in relationships  B. Respect for Self and Others  - Demonstrate respect for individuals within diverse groups  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) | 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.RI.5.2**](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  [**CCSS.ELA-Literacy.RI.5.3**](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  [**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. | |
| Content Areas Integrated:  1. Visual Art  2. Literacy  3. Social Studies  4. Personal and Social Development | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):  **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.  **Bill of Rights:** a statement of the rights of a class of people; first ten amendments to the U.S. Constitution.  **Friendship:** the relationship between friends.  **Self Portrait:** a portrait of oneself created by oneself.  **Inner Beauty:** an individuals personality and traits that make them who they are; what’s on the inside.  **Representation:** description or portrayal of someone or something in a particular or meaningful way. | |
| Lesson Titles in Sequence/Order  1. How You See Yourself --- Literacy  2. Classroom Community/Good Friendships --- Social Studies  3. Inner Self-Portraits --- Personal and Social Development | Brief Lesson Descriptions (2-3 sentences each)  1. Students begin by watching the Dove Real Beauty Sketches video and writing a reaction in their writer’s notebooks. Students will discuss self-perception and then describe themselves and a peer to a sketch artist; students will write a reflective paper to take through the writing process.  2. Students will listen to “The Bill of Rights Rap” and identify the 10 Amendments that make up the Bill of Rights. They will then read Pink and Say and think about developing a classroom Bill of Rights that promotes positive self-esteem and good friendships among peers. Students will then design a Friendship Quilt that is made up of qualities that make a good friend to be hung in the room.  3. Students will begin by watching the Dove Evolution video and hold a class discussion about their thoughts and reactions. Students will transition into self-portraits by VTSing various self-portraits of female artists and then discuss and journal about their definition of inner beauty. Students will then create self-portraits to represent their inner beauty. | |
| **Summative Assessment** strategy:  - Students’ personal narratives of sketch artist experience will serve as a summative assessment --- they are reflecting on their experience as well as utilizing writer’s workshop by taking a piece through the entire writing process.  - Students’ presentation of the Classroom Bill of Rights to the principle will serve as a summative assessment --- they will share what they have learned about creating a positive classroom environment, promoting positive self-esteem, and developing good relationships among peers.  - Students’ design of the Classroom Friendship Quilt will serve as a summative assessment --- they will identify important | | |
| What student **prior knowledge** will this unit require/draw upon?  - Behavior expectations will be established to ensure that all students feel comfortable sharing their ideas and expressing their feelings --- this is crucial to the success of this unit, if the mutual respect among students is not established prior to the beginning of the lesson, it will be challenging for students to accomplish the goals of the unit.  - Literacy content: Students will know what descriptive language is and how to use it so their audience can imaging what they are describing; they will also be familiar with the writing process and narrative writing.  - Social Studies content: Students will be in the middle of looking at the Constitution when this unit is implemented --- they will have briefly discussed the Bill of Rights in its relationship to the Constitution prior to the lesson in this unit. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  - Students are encouraged to think deeper and explore their thoughts, feelings, and views of themselves and their roles in the lives of others --- students experiment with looking at themselves through different eyes and focusing on their inner beauty. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  - Students are addressing a lot of issues through this unit and they have the opportunity to address them in writing, in visual representation, and in personal reflection.  - Student participation in small group and whole class discussions provides them with opportunities to approach problems from different angles and see alternative perspectives from peer viewpoints. | | |
| How will you engage students in **routinely reflecting** on their learning?  - Throughout the unit, students participate in personal reflection --- sometimes it is informal in their writer’s notebooks and other times it is shared with the class or taken through the writing process for publication.  - Students reflect on their reactions to the videos watched, things they can relate to, ideas they have to boost self-esteem, etc. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?  **ADAPTATIONS**  - 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.  - Students who have trouble staying focused through listening activities will be given a copy of the lyrics to “The Bill of Rights Rap” with blanks that they will need to fill in throughout the song.  - All students will have special carpet spots for the VTS portion of this lesson --- struggling students will sit towards the front so they aren’t as easily distracted by their peers.  - To begin self-portraits, students will have the opportunity to watch a demonstration to get them going --- this is good for challenged learners who need a little extra instruction/guidance.  **EXTENSIONS**  - 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.  - Students will write a Preamble to our Bill of Rights --- state why we are writing a classroom Bill of Rights and the important elements that can be found within them.  - Students will write an “About the Artist” piece to explain how they represented their inner beauty in their self-portraits and why it is important to focus on inner rather than outer beauty. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  - Literacy lesson: Students will take their reflective journal entry through the writing process which will give them time to reread, revise, and edit their piece to convey the message they are trying to share and prepare it for publication.  - Social Studies lesson: Students have opportunities to demonstrate understanding of the Bill of Rights through identification of the Amendments, rewording to “Kid Friendly Language”, and rewriting (with the same format) for the classroom Bill of Rights; in the quilt activity, students have another chance to demonstrate their understanding of good friend qualities which is discussed previously in creating our classroom Bill of Rights.  - Personal and Social Development lesson: Students define beauty at the beginning of the lesson and then go through the VTS process to see what other people portray in themselves before demonstrating their understanding of inner beauty through their self-portraits. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  - Students are encouraged to share their learning throughout the unit  - Summative assessments will be presented to parents, the principle, or fellow classmates  - Small group and whole group discussions also provides students with a chance to share their learning with their peers  - Sticky note and commit and toss activities encourages students to share their ideas (possibly more openly and honestly because they are anonymous activities) | | |
| Unit Resources/References:  Dove Why Do 6 out of 10 Girls Stop Doing What They Love?: <http://www.youtube.com/watch?v=2V4RKH6w_KM>  Dove Real Beauty Sketches: <http://www.youtube.com/watch?v=XpaOjMXyJGk>  Dove Evolution: <http://www.youtube.com/watch?v=iYhCn0jf46U>  Bill of Rights Rap: <http://www.youtube.com/watch?v=I7RxrQJrdh4>  Self-Portrait Images: <http://www.wikipaintings.org> | | |