**Arts Integrated Project Planner**

**Greyhound Intermediate**

Writing/Visual Arts/Performance Poetry

Fifth Grade

**Overall Goal of the Project:**

The goal of this project is to provide students with a learning experience that combines authentic writing with visual arts, graphic arts and performance poetry. We also hope that this project will make students aware of how one idea can be transformed into a variety of art forms. Our final goal is to engage students with their own learning and to have them be reflective thinkers.

**Why Did you Choose this Project:**

We chose this project for several reasons. First, it satisfies one of the CCSS requirements for fifth grade writing, and it is curriculum that we as homeroom teachers are familiar with teaching. Secondly, it is an authentic piece of writing, allowing students choice in their topics and personal relevance. Finally, we chose this project so that students have an experience transforming their thoughts into an organized text structure, then into a visual or graphic representation and finally into performance poetry piece; therefore exposing them to different learning styles in the hopes that they find the style that best speaks to each individual.

**Objective(s):**

⋅ Students will be able to express themselves by learning to create works (ie: an opinion essay, a visual representation and performance poetry) that conveys an idea, a feeling, or a personal meaning.

⋅ Students will be able to develop craft by learning artistic conventions such as perspective, use of color, symbolism, movement phrases, performance skills, and art and design elements.

⋅ Students will be able to reflect on the process and the outcomes of this project to know themselves better as learners.

Visual Art

1. Students will select individual, meaningful words from their Opinion Essays that represent the overall theme.
2. Students will design a visual composition that conveys their essay theme with their selected words ‘hidden’ within the design.
3. Students will create a mixed media “Word Art” painting based on their essay theme.

Technology Objectives

1. Students will know how to insert text from their essay onto the Wordle website.
2. Students will identify how different forms of media and formats may be used to share similar information.

**Arts Standards (GLCEs, HSCEs)**

* + - 1. ART .VA.I.5.1 Use materials, techniques, media, technology and processes to communicate ideas and experiences
			2. ART.VA.II.5.4 Select and use subject matter, symbols, and ideas to communicate meaning
			3. ART.T.I.5.1. Create and demonstrate the vocal expression to support the playing of a character
			4. ART.T.III.5.7 Question emotions and thoughts evoked by performances
			5. ART. VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.

 **English Language Arts Standards (CCSSs)**

W.5.1

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

 2. Provide logically ordered reasons that are supported by facts and details

 3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

4. Provide a concluding statement or section related to the opinion presented.

**Technlogy 3-5 Standards (GLCEs)**

1. 3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or

 modifying works of art, music, movies, or presentations.

2. 3-5-2.CC.3. use a variety of media and formats to create and edit products to communicate information and ideas

 to various audiences.

3. 3-5.TC.1. use basic input and output devices.

**Instructional Outline**

1) Set Up

a) Diagnosing

 General-give students a pre-test to asses background knowledge of opinion essay elements that includes some vocabulary, parts of an essay and purposes of essays.

b) Classroom Management/Processes

 General-essays and the organization of paragraphs can be overwhelming. In order to help students with the organizational process, we will provide color-coded construction paper made into folders for each part of the essay, or a 4-square graphic organizer (I.e.: thesis statement and 3 supporting reasons)

c) Accommodations

 General-one of the three fifth grade classes is a co-taught room. 11 of the 30 students are special education and there are also five students who receive Title 1 assistance for reading. The special education and general ed. teachers work closely together to make sure that assignments are broken down into simpler steps, students are provided graphic organizers and writing frames, have a smaller setting when necessary, as well as access to word processing. The other two fifth grade classrooms have identified Title 1 students as well, and accommodated with extra time

d) Prep Work/Materials

 General-students need their writer’s workshop notebook, essay folder, and time in the computer lab to publish

 Art-

* Students’ Opinion Essays, written in ELA class
* Sketch paper, heavy weight paper for painting
* Mixed media; pencils, color pencils, oil pastels, watercolor, ink.
* Examples of Word Art (student created, teacher created)
* Color in Motion interactive website

Technology-

* Student’s Opinion Essays, Written in ELA class
* Examples of Wordles
* Access to Computer Lab and website: <http://www.wordle.net/create>

2) Beginning

a) Introduction

 General-First we teach students the difference between narrative and non-narrative text. Next, we have a discussion about their own big ideas. We go on a walk and talk where we walk around the building, stop and notice things and then think about what that makes us think. Then we write in our notebooks… I notice that…. And this makes me think…. When we return from our walk and talk we discuss what we noticed and how that leads to big ideas we have about important issues in our lives. This is engaging to students because it is relevant to them.

 Art- Refer to /review student essays.

Relate to arts integration connecting content areas of writing and art.

Technology- Refer to /review student essays. Relate to arts integration connecting content areas of writing and computer art.

b) Warm Up/Ice Breaker

 General-We do a lot of thinking, writing, and sharing of boxes and bullets. Boxes are opinion statements we have and bullets are the reasons that support them. For example:

Reading Buddies are fun.

* Get to read a lot of books
* If feels good to help younger kids
* It helps us practice fluency

Art- ‘Color in Motion’, interactive website: use of words, emotions, and symbolism associated to colors for use in designing

Technology- Introduction to Wordle website.

3) Middle

a) Main Activity

 General-

1. Each student creates a thesis statement with 3 supporting reasons and has it approved by the teacher
2. Model how to make and label organizational folders
3. Model examples for reasons and then students draft mini-stories for each reason. Add the mini-story into the correct folder
4. Model how to elaborate by using prompts to push our thinking (for example; in addition; some people think that, but I think; one reason, another reason). Students apply prompts to their writing.
5. Model who to write a parallel list using a repeated phrase with cadence and alliteration. Listen for parallel lists in MLK’s I have a dream speech. Students write parallel lists for one or two reasons and add them to the correct folder
6. Model how to find an outside source to support a reason either by interview, observation or survey. Students find an outside source, write it up and add it to the correct folder
7. Model how to use transition words in order to make the essay flow evenly and sound connected. Provide a visual for how to choose transition words. Students add transition words before each paragraph in their folders.
8. Model how to write an engaging introduction. Provide prompts for students to practice with. Students choose one prompt and apply it to the correct folder.
9. Model how to write a wrap up ending that leaves the reader something to think about. Students choose one prompt an apply it to the correct folder.
10. Provide students with an anchor essay. Together, identify the strategies we’ve learned that are in this anchor essay. Provide students with a rubric to use to grade this essay.
11. In the computer lab, students revise and edit their essays while they type, using the rubric to make sure they are remembering all of elements we learned and applied to our folders.

Art-

1. Show / model examples of hidden word art, transforming words into art composition.
2. Model sketching rough art ideas using a 4 square strategy (thumbnail sketches). Students choose words from their essays.
3. Students choose one idea and create full size sketch
4. Final drawing and choose media (including watercolor)
5. Students choose two color paper mat/frame for final art .

Technology-

* 1. Demonstrate how to paste essays into wordle, how to change the word art design, color scheme, and font.
	2. Model how to create a screen shot and paste into Microsoft Word (this must be done since we do not have access to colored printers at school)
	3. Students will print a black and white copy to keep. A colored copy of their word art will be displayed on the schools Arts Integrated Weebly website.

b) ***Reflection***

 General-Author’s chair. In groups, we shared our published essays with each other and gathered feedback from peers about what they liked and what they wished.

Art- Students use self-assessment worksheet to critique final art.

Technology- Students will view peers word art and reflect on what words they notice appearing most often. These words are generated larger by Wordle.

4) End

a) Follow-up assignments

 Glenis Redmond, our artist in residence, will be coming to teach us about performance poetry. The ideas generated in these essays, as well as the word symbols created in art and they picture wordless create in communications will be used to create poems that we then perform for each other. We will video the performances.

b) Closure

 We will watch the videoed performances and celebrate all that we have accomplished.

 Art- Students use self-assessment worksheet to critique final art.

Technology- Students will discuss how one piece of writing can be shown in three different ways. The traditional essay, an art word collage, and a technology generated Wordle.

5) After

a) Follow up assignment

 Performances will be added to our weebly so that they are made visible to parents and other invested adults.

Art- Artwork and essays will be displayed in school building, presented to Board of Education, exhibited in end of year K-12 art exhibit, all artwork, photos, video will be uploaded to our Arts Integration Weebly website for students and parents to view.

Technology- Technology Wordles will be displayed on the 5th grade section of the Arts Integration Weebly Website for students and parents to see.

b) Assessment Task

General- We gave the post-test after completing the essays assess student growth. Also, students will have a writing on demand opinion essay prompt in the spring and that writing will be scored. In addition, we will present our performances to the other fifth grade arts integration classrooms

Art- Student Word Art self-assessment, student class critiques

Technology- Students will view their peers Wordles and reflect on what words were most commonly used. Students will also reflect on the many ways an essay can be written and displayed.

c) Document -

 Our technology teacher created a weebly where we can put photos or videos that document the process. We have the students’ finished products.

 Students work will be displayed on the Arts Integration Weebly, along with pictures of students during the creation process.