

GCS AIA Integrated Lesson Plan



Arts Raising Children Higher
GCS Arts Integration Academy

Subject: Visual Art	Grade: 4 (2-8)	Topic: Verbalizing Art
Teacher:		Date: Spring 2021

NC Standard Course of Study Essential Standard:

Speaking and Listening Standards Collaboration and Communication:

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

NC Standard Course of Study Arts Essential Standard:

4.V.1 Use the language of visual arts to communicate effectively.

4.V.1.1 Use appropriate art vocabulary to compare artists' styles.

4.V.1.2 Apply personal choices while creating art.

4.V.1.3 Infer meaning from art.

4.V.1.4 Understand how the Elements of Art are used to develop a composition.

4.V.1.5 Understand how the Principles of Design work in relation to each other.

Content Vocabulary: summarize, verbalize, describe	Shared Vocabulary: expression, detail, theme, style	Arts Vocabulary: Elements of art, Visual Thinking Strategies
Assessment: Formative: Observing and listening during partner work. Summative Assessment: Analysis of student artwork and closing discussion.		Arts Assessment: Pre-Assessment: Review of VTS. Formative Assessment: Observing, listening, and watching during partner work and individual creations. Summative Assessment: Analysis of student artwork and closing discussion.

Multiple Intelligences/Means of Representation/Action/Expression:

Scaffolded review exercises; interpersonal work; auditory, visual, and kinesthetic needs met; summative assessment in both content areas

This lesson could easily be extended to encompass multiple days if students need more time to create their own works of art.

This lesson could be further integrated into the Social Studies curriculum by choosing works of art that relate to topics currently being discussed in other curricular areas.

Activity		Materials and Time
I. Focus and Review (Establish prior knowledge)	<p>Review Visual Thinking Strategies (VTS), and as a class talk about things to notice or look for in any artwork.</p> <p>Show the class a sample work of art, and briefly discuss the art using VTS.</p>	<p>5 minutes</p> <p>sample artwork</p>
II. Statement (Inform student of objectives)	<p>Introduce that the lesson will be about speaking about art, and listening to your peers. Using the same example of art, talk about how you would describe the work of art to someone who can not see it.</p>	<p>5 minutes</p> <p>sample artwork</p>
III. Teacher Input (Present tasks, information, and guidance)	<p>Work through the example as a class of what would be important to include when describing the art. How could you use this information to make your own art?</p> <p>Give instructions for the assignment, and break the students into pairs of A and B. Student A and B will each receive a work of art that is different from each other. (All "A"s will have the same art and all "B"s will have the same, so it will be different from their partner) They will have to describe the art to their partner who can not see it using the</p>	<p>10 minutes</p> <p>Two different works of art with similar topics but varying qualities</p>

	strategies previously practiced. The partner will take notes on what they hear, and will then have time to make their own work of art based on what their partner described.	
IV. Guided Practice (Elicit performance, provide assessment and feedback)	Students work in pairs to describe their art to their partner. A describes first while B takes notes, then they switch when appropriate.	10 minutes Two different works of art with similar topics but varying qualities
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	Students have time individually to create their own works of art of the art they did not see. Their work will be based on their notes and verbal descriptions from their partner.	20 minutes art supplies
VI. Closure (Plan for maintenance)	Present the original artwork that students A had, along with group A's personal creations. Repeat with group B. Lead a discussion about the process. Talk about the process of describing art to someone who could not see it. Talk about the process of making your own art based off of a description. How can you use skills you practiced in both speaking and listening in other parts of school/life? How do personal bias and artistic style play into both speaking and listening roles?	10 minutes

Arts Integration is an approach to teaching in which students construct and demonstrate understanding through and with an art form. Students engage in creative process which connects an art form and another subject area and meets evolving objective in both.

The Kennedy Arts Center

Self- Check for arts integration - "A truly integrated lesson or unit has learning targets from both content areas (arts and non-arts), instruction in both areas, and assessment in both areas."