

# GCS AIA Integrated Lesson Plan



*Arts Raising Children Higher  
GCS Arts Integration Academy*

<b>Subject:</b> Science	<b>Grade:</b> 3	<b>Topic:</b> Land and Water Features
<b>Teacher:</b> Katie Allison		<b>Date:</b> Spring 2021

**NC Standard Course of Study Essential Standard:**

3.E.2 Compare the structures of the Earth's surface using models or three-dimensional diagrams.

**NC Standard Course of Study Arts Essential Standard:**

3.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

3.DM.1 Understand how to use movement skills in dance.

**NC Standard Course of Study Clarifying Objective:**

3.E.2.1 Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).

3.E.2.2 Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

**NC Standard Course of Study Arts Clarifying Objective:**

3.CP.1.3 Use abstraction of everyday movement to create sequences that communicate feelings, ideas, and stories.

3.DM.1.2 Use transitions between multiple body shapes.

**Content Vocabulary:**

geography, all water features,  
all land features, research

**Shared Vocabulary:**

shape, movement,  
stillness, descriptive words

**Arts Vocabulary:**

body shape, create, perform

**Assessment:**

Pre-Assessment: Listing features they already know

Formative Assessment: Observation and questions during research and creating

Summative Assessment: Writing down qualities of the feature, guessing other student's features, discussion about process

**Arts Assessment:**

Formative Assessment: Observation of movement quality during warm-up, observation during creating of shapes

Summative Assessment: Performance of shapes, discussion about process

**Multiple Intelligences/Means of Representation/Action/Expression:**

review; connection to prior knowledge; vocabulary written on board; written and verbal summative assessment; interpersonal and intrapersonal adaptations; musical, lingual, auditory, visual, and kinesthetic needs met

Activity		Materials and Time
I. Focus and Review (Establish prior knowledge)	Introduce the geography unit, and review the definitions of a land feature and a water feature. Connect to prior knowledge.	2 minutes
II. Statement (Inform student of objectives)	Complete a pre-assessment asking the students to list as many land and water features that they know. Have students individually write down their answers, and then ask them to verbally share one at a time, writing their answers on the board.	5 minutes
III. Teacher Input (Present tasks, information, and guidance)	<p>Fill in any of the features that the students missed. Sort the features between land and water features. Include any information the students need to know about the features.</p> <p>Lead the students through a movement warm-up. Have the students move and freeze, alternating back and forth. Then ask the students to hold specific shapes in their body using descriptive words. (small, pointy, curved, tall, etc.)</p>	<p>3 minutes</p> <p>5 minutes</p> <p>music</p>
IV. Guided Practice (Elicit performance, provide assessment and feedback)	<p>Either in pairs, groups, or individually, assign students one of the geography features so that each feature is assigned. Have the individuals/groups research their assigned feature and write down three distinguishing facts about their feature.</p> <p>Next, have the students create a shape with their body that represents their geography feature. Groups/pairs would work well together to create connected shapes, or multiple aspects of their feature. If the students are familiar with movement versus shapes in dance, the water features could have movement in them, while the</p>	<p>15 minutes</p> <p>(Cameras optional)</p>

	land features are still. (Option to have the students take a picture of their shape they have created.)	
V. Independent Practice -- Seatwork and Homework (Retention and transfer)	Take turns having the students/groups perform their shape (or show their picture) they created for the class. Have the rest of the class infer which feature they were representing.	10 minutes
VI. Closure (Plan for maintenance)	Discuss what information the students processed in order to guess the features. Allow the students to share what facts they used when creating their shape. Create connections between how the research related to the body shapes.	5 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."

Additional Option		Materials and Time
Guided Practice (Whole Group)	If individual/group work is not desired, the teacher can lead the students through creating shapes and movement as a class. The teacher can call out the land features one at a time, and have the students create a body shape that matches the feature. The teacher can include descriptions specific to the details of the land form, and have the students add the details to their shape. Then, the teacher can call out the water features one at a time for the students to create something to match. Students can continue creating shapes, or can create a movement to match the characteristics of a moving water feature.	15 minutes

#### Land Features:

volcanoes, mountains, valleys, canyons, caverns, and islands

#### Water Features:

oceans, seas, rivers, lakes, ponds, streams, and glaciers

#### Shape Examples:

## Mountains -



## Valleys -





River -



Stream -

