*Arts Raising Children Higher*

*GCS Arts Integration Academy*

**Arts Integrated Lesson Process**

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

The Kennedy Arts Center

1. Select Standards from: <http://www.dpi.state.nc.us/curriculum/>

CKLA & ELA

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

1. Select Standards from: <http://www.dpi.state.nc.us/curriculum/artsed/>

1.CP.1.4 Create movement that expresses words, ideas, experiences, and feelings.

1.DM.1.2 Execute a variety of body shapes.

1.C.1.2 Understand connections between dance and concepts in other curricular areas.

1. Overall Concept: Students will integrate their knowledge of constellations with using dance shapes and movement to create a sequence based on constellations.
2. Skill objectives: Students will…

Students will create dance shapes (pointed, curved) that connect to shapes of constellations

Students will explore and discover locomotor movements that connect to specific constellations (Cephas, Pegasus, Orion and the Big Dipper)

Students will create a phrase of movement incorporating shapes and movements based on explorations.

1. Brainstorm – *“how shall we will go about this”* – bubble map or list or whatever method works for your collaborative group. Create a document so you will not lose the “ideas”

Digital methods: <https://www.mindomo.com/> or <http://www.wisemapping.com/> or

<https://bubbl.us/> or <https://www.mindmeister.com/> (this last one is a snap- Gmail account is helpful). If you have Gmail, you may have Lucid chart under your settings in Gmail (very easy to use and share amongst Gmail to collaborate) and is free.

**Or** draw one out in your collaborative group. How will you share it? Can it be stored digitally? May photo capture if drawing.

1. Find content vocabulary: constellation, star, map, story/legend, dance, Pegasus, Cephas, Orion and Big Dipper, beginning, middle, end, star map
2. Find Arts (dance, music, theater or visual arts) vocabulary: shape, movement, focus, beginning, middle, end
3. Find what vocabulary overlaps/is shared: beginning, middle, end, star map

1. How will you **assess** through and with the art form you select? Be specific. There maybe be several artful ways to do this. How will you know what students know and do? How will you utilize an art form and standards?

* Observation- participation – kinesthetic, verbal, and ability to solve problems
* Performance of final sequence – thoughtfully using controls and their own special flair

1. Consider Multiple intelligences and learning styles? Which are you engaging? Highlight and a brief explanation. You do not use all!

Math, Music, Body, Word, Art, People, Self, Naturalist (Teaching?) Visual, Auditory, Physical etc.

1. Resources and materials:(websites, text, people, handouts, supplies etc.)

See PowerPoint

Drum

Music – Clair de Lune- Debussy

1. Learning Activities Plan: **or** see Lesson Plan Template

|  |  |  |
| --- | --- | --- |
| **Activity** | **Key Vocabulary** | **Assessment** |
| Introduction  Dance Controls – voice, body, space and respect  Recall by drawing and dancing using drum to support start and stop. Controls help us do our best most creative work! | Dance Controls – voice, body, space and respect | Students recall by showing what they know and can do with their dancing bodies and verbally. |
| Engagement  Close your eyes…When I say star what do you see? Open your eyes when you have an idea?  Great!  Let’s try it again with constellation  Super! Now let’s take a look at a special PowerPoint I made for your class about constellations | Star, constellation | Students have ideas and that they are different and artfully acceptable |
| Activity 1  Open PowerPoint – read what is a constellation…do you agree? Is there more that you know about?  Use PowerPoint for the following constellations:   * Cephas- what do you see, what does the shape remind you of? (house). This was named after a King. Kings sometimes wear crowns. Can you see that it looks a bit like a crown? This crown has a point. Can you make a pointed shape with your body? How would a proud and powerful King walk. Let’s put together shape/move/end shape * Continue with each constellation you have chosen as a teacher * Orion – stretch and strong shape shape/motion/shape * Big Dipper – curved and pouring motion shape/motion/shape * Pegasus- wide wings, flying gallop shape/motion/shape | Constellation  Shape  Pointed shape  Curved shape  Stretched shape  Walk  Gallop  Fly | Observation:  Able to differentiate between types of shapes and movements. Use drum to help with stop and start. |
| Activity 2 (add boxes as needed for steps and or activities)  Create a dance phrase as a class:  Beginning – what constellation do we choose  Middle – what constellation do we choose next for our middle  End – individual choice  Write on white board sequence for class Begin, Middle  Draw an empty box for end  Rehearse  Split class in half and perform | Beginning  Middle  End  choose | Students select their “favorite” to end. Students are able to see that dances and readings have beginning, middle and endings. |
| Closure  Pair and Share – a constellation you remember, a shape you remember, a movement you remember, something you noticed that seemed particularly fantastic that another dancer did.  Whole class- Thanks for your participation and using your controls to do your best most creative work. |  |  |

11. **Extensions – connect back to CKLA readings, bring in additional texts and websites for students to read**

**12. Consider - modes of representation, action and expression (EL, AIG, ELL etc.) - are needs met in planning above?**