**Art Integration Unit Plan Template**

LTC 4240: Art for Children

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| Unit Title & Big Idea: Family | | Grade Level: 1st |
| Unit Overview/Summary:  This unit will review the big idea of family. We will explore different types of families, what a family does, and what makes each students family special. | | Class Periods Required:  3 |
| Key Concepts (3-4)   1. Family 2. Fact Families 3. Different | Essential Questions (3-4)   1. What does your family look like? 2. What is something that describes your family? 3. How many facts are included in a fact family? | |
| Unit Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   1. Students will identify one reason that their family is important to them. 2. Students will create a symbol representing their family. 3. Students will construct a visual representation of a fact family. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)   1. Art.StrandI.2.Grade1.A.UseGlueWithControl 2. SocialStudies.7.Grade1.A 3. ListeningAndSpeaking.1.Grade1.A.PurposeForListening | Core Academic Standards (Common Core State Standards) (3-4)  (<http://www.corestandards.org/>)   1. [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 2. [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 3. [CCSS.Math.Content.1.OA.D.7](http://www.corestandards.org/Math/Content/1/OA/D/7) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. | |
| Content Areas Integrated:   1. Visual Art 2. Literacy 3. Social Studies 4. Math | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):   1. Collage: To paste (diverse materials) over a surface, thereby creating an artistic product. 2. Representation: one that [represents](http://www.merriam-webster.com/dictionary/represents): as an artistic likeness or image 3. Family: A group of persons sharing common ancestry. | |
| Lesson Titles in Sequence/Order   1. All Kinds of Families 2. Fact Families 3. Family Representations | Brief Lesson Descriptions (2-3 sentences each)   1. Students will begin to construct a list of phrases or ideas surrounding the big idea of family. They will read a book describing family and have a whole group discussion about their own families and why family is important. Students will paint a picture of their family on a canvas and write 1-2 sentences about why their family is important to end the lesson. 2. Students will learn about fact families in mathematics. They will create rules to govern this topic and will practice making their own through different activities in the lesson. Students will create a visual fact family craft of their choice. 3. Students will explore the different symbols and representations for families in this lesson. Family trees, family crests and songs about families will be covered in addition to students creating their project in order to represent their own family. | |
| **Summative Assessment** strategy:  My summative assessment for this unit is to have a family walking gallery at the end of the unit. I will allow students to display all the crafts they created throughout this unit on their desk. Students can also bring in photos or family memorabilia that they would like to share with the class. Everything has to be able to fit on their desks in order to give the students some parameters. Once they have organized their desks and displays students will be able to walk around and see their peers’ displays. They can even invite the 2nd graders to view their displays and students can be asked questions by the 2nd grader too since they are experts about their family. I will also take a picture next to their displays individually and compile a video for each student with clips of them hard at work, words/phrases they decided during the unit that comprised family, and even photos that show our classroom family having fun. Each child will receive a copy to take home. | | |
| What student **prior knowledge** will this unit require/draw upon?  This unit will draw on prior knowledge that students know and adhere to classroom management guidelines. They will need to follow correct protocol to have good discussions and keep order in the classroom since we will be doing an array of activities in each lesson to get through. Students will need to have prior knowledge on how to use art supplies such as scissors, glue, glitter, etc. This unit will only be effective if students draw upon the knowledge they have regarding their own families. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  I will engage students in imagining in this unit when I have them to think about how their life would be if their family was designed the way someone else’s is after they hear about each student’s unique family. Students will also be asked to imagine when I have them to close their eyes and imagine their own family. Students will explore as we have many discussion surrounding what family is. Students will able to hear and learn about different family types, which stimulates their need to explore. Students will experiment in the math lesson the most because they will be making predictions and experimenting in order to understand fact families and how they work. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  This unit topic of family is full of divergent thinking strategies. Students must begin to identify with the fact that people including their peers are different and growing up in a different situation then they may be. In the lesson when solving problems will be encouraged to know that there are many answers to a certain question and each answer is correct and respected. Students will be encourage to think outside of the box and be creative when faced with a problem and striving to solve it. | | |
| How will you engage students in **routinely reflecting** on their learning?  Student will engage in routinely reflecting by the many discussions we will have in each lesson. They must think about what is being discussed, formulate their own idea or belief and share. This can only happen as students routinely reflect and I must be sure to give students appropriate wait time during the lesson plans. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?  I will only know that various aspects of the lessons must be adapted by observing my students throughout each lesson, which is what I plan to do. I can adapt the lessons by asking specific questions to lead discussions if I feel that the discussion is too high of a level question for some of my students. I have placed within the unit places that each student no matter their ability can showcase their talents and participate such as the art crafts, describing their families and/or sharing a story or special quality their own family possesses. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  A great example of this in the unit plan is embedded within the math lesson plan. Students will engage in numerous activities to help them revise and improve their understanding of fact families. They will do their fact families homes and get to sit down with me and create a fact family so that way if they are incorrect or have a misconception they will have the opportunity to revise and improve within their work and understandings. Throughout the unit plan we will construct a list that will outline what we know/have learned about families and with each added bulletin to our list students will have the opportunity to revise and improve their understandings and work further. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  With each lesson in the unit plan, students will share their learning as they add their thoughts in classroom discussions and respond to questions posed to them. Students will also share their learning throughout this unit by showcasing their artwork/reflection once each person is finished and their work is dried. | | |
| Unit Resources/References:   1. Google Images 2. Proteacher.net 3. Pinterest 4. YouTube 5. Amazon.com/books 6. Dictionary.com | | |

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf