

Art Links Integrated Curriculum Unit

Curriculum Title:	My Movement Can Speak!
Arts Organization:	Dance On, Jeri Deckard Gatch
School:	DeSales Elementary
Grade:	3, 4, 5, 6
Academic and Classroom Goals: Include CPS standards, KY benchmarks	<p>Focused on, but not limited to:</p> <ul style="list-style-type: none"> •To increase the student’s skill at recognizing and making complete projects, both large and small. •To have each student present be an active participant in the lesson. •To increase the student’s enjoyment of movement. <p>English Language</p> <ul style="list-style-type: none"> •Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. •Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas •Compare and contrast plot across literary works. • Use supporting details to identify and describe main ideas, characters and setting. <p>Social studies, creative thinking skills, team-work, self-discipline, and cooperative work skills.</p> <ul style="list-style-type: none"> • Construct a multiple-tier time line from a list of events and interpret the relationships between the events. • Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E • Recognize the importance of individual action and character and explain how they have made a difference in others' lives...
Arts Content Goals:	<p>Dance:</p> <ul style="list-style-type: none"> •Explore and perform movement vocabulary including space, time, weight, effort, direction, and levels. •Understand the importance and parts of a warm-up. •Explore the connection of breath and movement. Practice breath control.

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	<ul style="list-style-type: none"> •Increase kinesthetic awareness of self and others. •Perform short movement phrases. •Explore various elements of choreography. •Explore outside influences (music, text, visual art, etc.) as a way to inspire movement phrases. <p>Music:</p> <ul style="list-style-type: none"> •Listen to music from various styles •Explore and experience music vocabulary including tempo, dynamics, rhythm, beat, phrases •Listen and respond to music through dance <p>Fine Arts: (from O.D.E.)</p> <ul style="list-style-type: none"> •Historical, Cultural, and Social Context •Creative Expression and Communication •Analyzing and Responding •Valuing Music/Aesthetic Reflection •Connections, Relationships, and Applications •Historical, Cultural, and Social Contexts •Creative Expression and Communication •Analyzing and Responding •Valuing Music/Aesthetic Reflection •Connections, Relationships, and Applications
Overview:	Throughout our visits, we will be combining text from the different disciplines of English, Social Studies, and some Math and Science, with movement to further explore the overall ideas in the lessons.
BIG IDEA as an Inquiry Question	How do words and movement combine to make each other clearer?
Brief Step by Step Art Integrated Activities including date/goals:	<p>1/11- Introduce Jeri and outline our Big Idea for the year. With guidance, create together the rules for classroom behavior and expectations of students and teachers. Re-Introduce concepts of dance: Space, Time, Weight, Effort basics from last year.</p> <p>From here forward, each class begins with a physical and vocal warm-up. I will use many different forms of music, depending on the specific lesson of the day. The warm-ups will consistently review healthy body image and dance concepts. Each class ends with a cool down and review.</p>

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	<p>1/18 Team work; Working together as a group. Games and exercises that depend on the entire class finding a way to accomplish a goal together using different skills of speech, non-verbal clues, symbols.</p> <p>We will integrate a story of a group that has accomplished a goal together. (Provided by English teachers)</p> <p>1/25 Community and Culture. What is a culture and how do members express it? Connecting with the African culture unit in 5th grade. (Dance and music) Look at our own culture, in our school and region. How is it the same and different than ones we are studying? How can we make our class community stronger? What do good citizens do?</p> <p>Connect to Black History Month</p> <p>2/1 Create Personal History Timelines. Discuss composition. Look at poetry and story as examples. Harriet Tubman poem provided by grade 4.</p> <p>2/8 Continue to choreograph “LifeDances” with a short story (pro as an example of composition. Character, timeline, plot, etc.</p> <p>2/15 Perform our LifeDance in Small Groups</p> <p>2/22 Science and Math. Cell structure</p> <p>2/29 Flexible for now. Possibly continue with Math/Science or have this time if we have unfinished projects from the previous 2 projects.</p> <p>(We are meeting the week of 3/17 to discuss the end of the year and the connection with the Art Show which will be more formed by then)</p> <p>4/25-Integrate with the Art Show, possibly create a performing aspect to coincide with one of the visual assignments or pieces of visual art</p> <p>5/2-Finish with the Art Show connection and review of the year. Written Evaluations and opportunity for students and teachers to provide written feedback.</p>
<p>Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher</p>	<p>Connecting to Black History Month</p> <p>The students will create a written/drawn personal timeline that will be brought to my class. We will then use their timelines to create a “LifeDance.” The teachers will guide them in finding 3 landmarks that are concrete and have 1 specific movement and 1 specific word to go with them.</p>

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Field Research from Sources Outside the School:	Personal exploration and writing. Internet: http://www.timeforkids.com/TFK/specials/bhm/0,8805,197085,00.html http://www.ode.state.oh.us http://www.capeweb.org http://www.cpsboe.k12.oh.us/ http://www.artsedge.kennedy-center.org http://www.readwritethink.org/lessons/lesson_view.asp?id=870
Assessment used for this Unit:	<ul style="list-style-type: none"> •In class observation of behavior •Observation of student's attitudes toward each other •"LifeDance" •Art Show Presentation •Written Evaluations
Reflections from Teaching Artist, Teachers, Students and Parents:	<p>Jeri- I am looking forward to giving the students more time to be creative this year. The teachers feel as if the students do not have a lot of time to make something that is unique while in school and I feel that this time will be a perfect opportunity for me to be a guide for the students to create their own projects that combine their intrinsic love of movement with the necessary classroom work. I also feel that we will be able to further create and define the student's sense of community and their responsibility within it.</p> <p>This year the students will wear nametags during classes.</p>
Authors (Teaching Artist and Teacher)	Written by: Jeri Deckard Gatch With Review and development by: Aleta Bergsman, 3 rd grade aide, DeSales coordinator for Artlinks Kelley McLaughlin , 3 rd grade Mary Werle, 4 th grade Jean Coleman, 5 th grade Pat Fields, 6 th grade
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