

Art Links Integrated Curriculum Unit

Curriculum Title:	Time After Time
Arts Organization:	Ensemble Theatre of Cincinnati
School:	Schiel Elementary School
Grade:	2 nd
Academic and Classroom Goals: Include CPS standards, KY benchmarks	<p><u>Language Arts</u></p> <ul style="list-style-type: none"> ▪ <i>Automatically sound out new words and change tones and rhythm to show understanding of punctuation</i> ▪ <i>Describe a story's characters and setting</i> ▪ <i>Work with groups to come up with ideas for writing</i> ▪ <i>Choose a main topic for writing and determine its purpose and audience.</i> ▪ <i>Plan writing by brainstorming, making lists, or drawing diagrams</i> ▪ <i>Organize writing with a beginning, middle, and end</i> ▪ <i>Create questions for research based on assignments or personal interest. Use appropriate resources to gather information.</i> ▪ <i>With teacher's help, gather information about topics from various sources, including books, CD-Roms, Internet Sites, and videos. Collect data through activities such as interviews or experiments.</i> ▪ <i>Use active listening skills</i> ▪ <i>Follow 2 and 3 step spoken directions</i> ▪ <i>Recite poems, rhymes, songs, or stories</i> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> ▪ <i>Tell time to the nearest minute on digital clocks and the nearest 5 minutes on dial clocks.</i>
Arts Content Goals:	
Overview:	<p>We will use Theatre to help the students explore time, and time-telling practices. The students will explore what time means to them, what they do at specific times during the day, and we will discuss the meaning of standard periods of time (i.e. hours, minutes, and seconds). They will then brainstorm these concepts and outline a play or performance piece, which Teaching Artist will then flesh out into a fully scripted piece. We will go through a development and rehearsal and finally present the piece to the public.</p>

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BIG IDEA as an Inquiry Question	How can we use theatre to help students learn about the concept of time and time-telling?
Brief Step by Step Art Integrated Activities including date/goals:	<p>Jan. 10th Meet with class, explain program, and brainstorm concepts for storyline. Decide on one concept that has depth and possibility, as well as excited the students. Discuss story basics and possible styles.</p> <p>Jan. 17th Outline Story. Discuss characters, setting, and conflict. Chart plot, to help students determine beginning, middle, and end.</p> <p>Jan. 24th Read-thru of script. Students, teachers, and TA will discuss needed adjustments. TA will also prepare students for auditions.</p> <p>Jan. 31st Work in small groups with TA and Teachers. TA will hold auditions for those who wish to try out for speaking roles. Students will also brainstorm musical choices and show design.</p> <p>Feb. 7th Read-thru of script. TA will discuss 'Ensemble' and what that means, as well as the importance of the group as a whole in a show. NO ONE is more important or 'cooler' than anyone else. Discuss Costumes.</p> <p>Feb. 14th Work on Blocking for show. Rehearse.</p>
Extended Activity Designed by Teaching Artist – Taught by Classroom Teacher	Students will record what they do in each hour of the day on a chart provided by TA. Students will then bring this back into class, where they will chart their activities as a group hour by hour.
Field Research from Sources Outside the School:	Personal study with charting of activities.
Assessment used for this Unit:	Final Performance will show understanding of concepts of time, language arts skills used in process, and theatre development and rehearsal process.

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Reflections from Teaching Artist, Teachers, Students and Parents:	This is a VERY tentative first draft of Curriculum. The project will develop as the unit begins, and students and teachers will have a much greater role in designing program!
Authors (Teaching Artist and Teacher)	Amy King for Ensemble Theatre of Cincinnati Marge Zappa, and Second Grade Teachers at Scheil Elementary School
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