

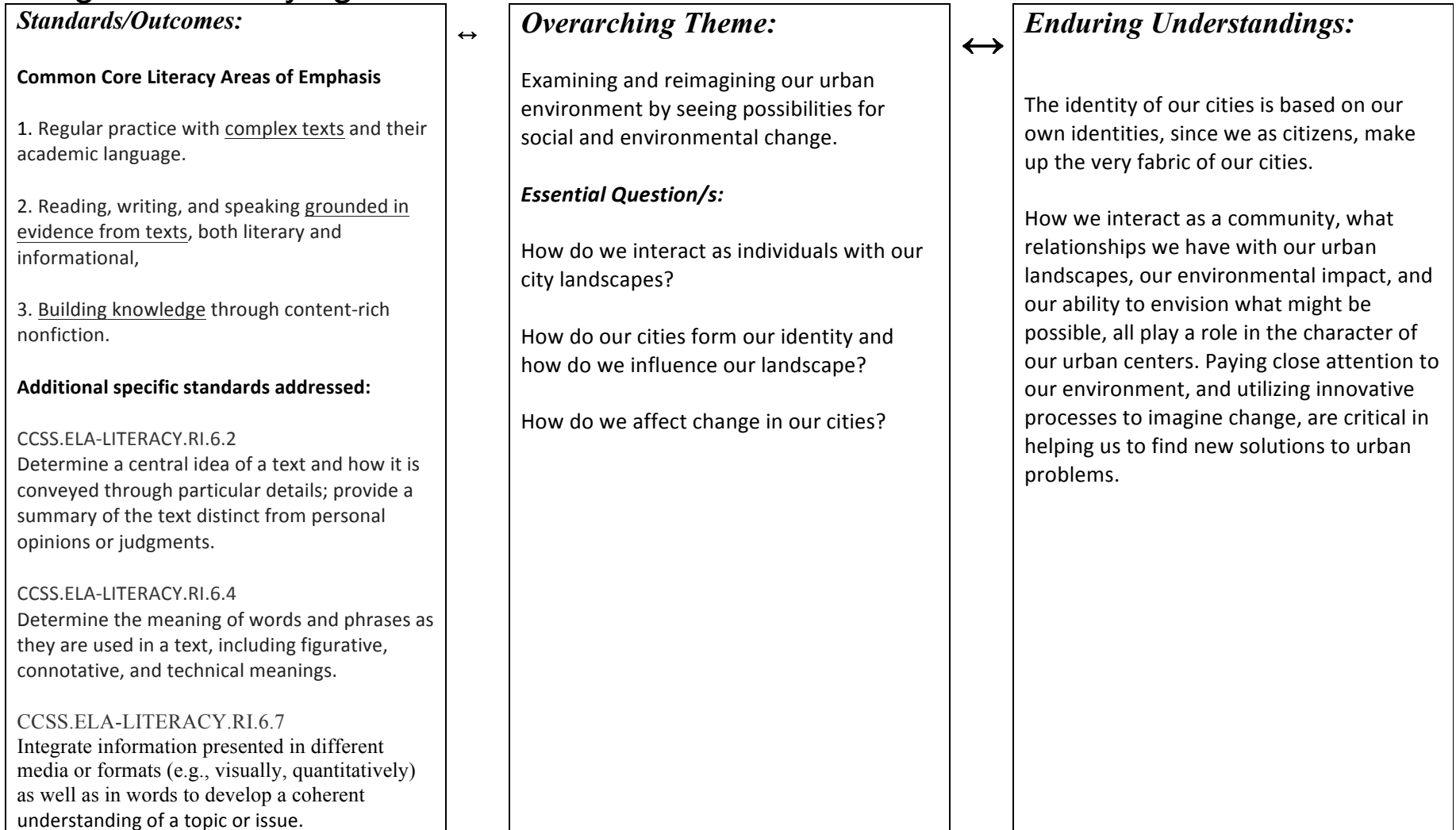


Planning Backwards: The Arts Integrated Unit

Unit Designers: Kurt Wootton, Anne Thulson

Disciplines: The unit will include a series of "best practices" linking to *all content areas*. For example: composing soundscapes of our cities; mapping concepts, ideas, and texts; designing performances of understanding from classroom content; building three-dimensional models; and collaborating on large-scale art installations.

Stage 1: Identifying Standards to be Achieved and Other Desired Outcomes



Planning Backwards: The Arts Integrated Unit

CCSS.MATH.CONTENT.7.G.A.1

Draw construct, and describe geometrical figures and describe the relationships between them.

NAEA Standards

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Pr5.1.8a Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.



Planning Backwards: The Arts Integrated Unit

Stage 2: Acceptable Evidence of Understanding: Student Work

Student Work: Includes Process & Product

(What the Student Does to Provide Evidence of Understanding in Measurable Ways):

- Visual maps as a medium for making students' thinking visible in all content areas
- Layered "performances of understanding" that marry content and students' creative writing
- Musical soundscapes linking "found sounds" with complex informational texts
- Musical symphonies of content-based texts
- Large-scale art installation combining student portraiture with visual cityscapes
- Blind contour drawings used in a variety of ways to demonstrate close observation skills
- Choral reading as a dynamic means of comprehending text
- 2D and 3D artmaking as a way of representing biographical knowledge
- 2D and 3D artmaking to demonstrate contemporary art skills (hybridity, reformatting content, and layering) to create meaning.
- 2D and 3D artmaking to demonstrate innovative application of architectural languages
- 2D and 3D artmaking to demonstrate innovative application of select elements and principles of design
- Poetry writing in response to text as well as group poetry collages around the theme of "My City"

Final Performances/Exhibition:

Daily "performances of understanding" will include: a) choral readings of texts; b) blind contour drawings exhibit; c) found vocabulary performances; d) large-scale art installation; e) map-making exhibit; f) innovative soundscape performances; g) 3D city exhibit; h) collaborative essay performance; and i) final performance of understanding synthesizing experiences during the week.

Planning Backwards: The Arts Integrated Unit



Stage 3: Plan Learning Experiences and Instruction (*What The Teacher Does to Foster Deeper Understanding*)

Learning Experiences, Instruction & Facilitation Activities:

(What the Teacher Does to Guide Students in the Creation of Student Work that Demonstrates Deeper Understanding):

A full agenda for the institute is attached which includes an outline of all learning experiences.

Materials & Resources:

"Mannahata" by Walt Whitman

Selections from the film *Sketches of Frank Gehry*

Images of Boston architecture

Images and text from *You Are Here: Personal Geographies and Other Maps of the Imagination* and *Map as Art* by Katherine Harmon

Images and text from *Everything Sings*, Denis Wood

"Map of Napoleon's Russian Campaign of 1812" by Charles Joseph Minard

Text selection from *The Building of Manhattan* by Donald A. Mackay

BUILDING A CITY: SCIENCE, INNOVATION, AND THE IMAGINATION

SmART Schools Teacher Institute, 2015



MY CITY Monday, June 22

1. OPENING AND WELCOME

2. BUILDING COMMUNITY

- Circle switch 1-10
- If You Knew Me You Would know
- Partner High Fives
- Microstorytelling
- 3 Part Handshake

3. ENTERING TEXT: FOUND POEMS

4. TEXT SYMPHONY

5. CHORAL READINGS

6. INTERPRETATION CIRCLES

7. MY CITY: WRITING WORKSHOP

- *anaphora*
- Quick Brainstorming
- "My City" Writing
- Share poems in small groups and a couple for larger group.

8. Building Ensemble

- Ensemble Jump
- Pass the energy
- Microstorytelling
-

9. SEE-THINK-WONDER

10. BLIND CONTOUR DRAWINGS

11. ART INSTALLATION: OUR CITY

**CARTOGRAPHIES OF LEARNING: MAPPING SPACES,
IDEAS, AND CONCEPTS Tuesday, June 23**



1. BUILDING A WORLD ACTIVITY
2. MYSTERY IMAGES
3. UNDERSTANDING MAP LANGUAGES
4. GALLERY WALK,
5. MIND WEBS
6. VISUAL DESIGN ACTIVITY
7. PLANNING TIME ON TEACHING TEAMS
8. SKETCH SYSTEMS MAP AND CRITIQUE
9. MAP MAKING AND EXHIBIT

BUILDING A CITY: SOUNDS AND OBJECTS
Wednesday, June 24



SOUNDSCAPES OF A CITY

1. TEXT SYMPHONY
2. SILENT LISTENING
3. SOUND SYMPHONY
5. KEEZY INTRO
6. KEEZY LABORATORY
7. SOUND COMPOSITION/GATHERING
8. PERFORM
9. TEACHER PLANNING TIME 11:00-11:30

BUILDING A CITY: DESIGN STUDIO

1. BIOGRAPHICAL RESEARCH
2. MODELING AND PLANNING
3. DESIGNING FLOOR PLANS

BUILDING A CITY: RENDERING STUDIO

Thursday, June 25



1. WAKE-UP, WARM-UP
3. FRANK GEHRY VIDEO
4. 3D ARTMAKING FROM PAPER AND CARDBOARD DEMO
5. BUILDING 3D STRUCTURES
6. PARTNER SHARE AND TROUBLESHOOT
7. FINISH BUILDING
8. PLANNING TIME: SHARING UNIT PLANS IN PROCESS

OUR CITY—CULMINATING EVENT

1. COCKTAIL PARTY
2. COLLABORATIVE LINE
12. REHEARSE AND PERFORM FINAL PERFORMANCE

Performance Structure

1. AND IN OUR CITY Opening: Whole Class
2. Sounds of the City Soundscapes: Small Groups
3. "My City" Individual Poems as transitions: Individuals
4. Whitman's Choral Reading Conclusion: Whole Class (using strips of paper and a conductor - one of the participants)



Planning Backwards: The Arts Integrated Unit

Process Notes: