

Arts Integration Planning Template

Essential Questions



Generate Topics & Big Ideas

Arts Content



VAPA Standards
Process/Skills to Scaffold



Other Content



Common Core Standards
Process/Skills to Scaffold



Text



stories, websites, artwork, articles, music



Project Design



Reader's Theater script, illustrated book, musical soundtrack, mural, dance, choreography, portrait, storyboard, infographic, multimedia presentation, etc.

Creative Process



Imagine, Examine, Experiment, Develop Craft, Create

Reflect/Assess/Revise

Share

Assessment



Authentic, Performance-Based, Summative

Reflection



Summative Reflection with Students & Teacher

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Summative Reflection with Students & Teacher

Email:

Name:

Creativity at the Core
Third Grade Dance and Science Integration

Big Question: What are the special properties of magnets?

Learning Objective

Students will be able to create short movements to explain the forces of magnets and what makes them push each other away or pull toward each other.

Visual and Performing Arts Standards

3.1.3 Perform short movement problems, emphasizing the element of force/energy.

Next Generation Science Standards

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Materials

Music is optional, magnets in all shapes and sizes, magazine, document camera and projector, computer, paper, pencil, markers

Day 1 Engage

Students will predict the motion of magnets, based on knowledge that they repel and attract.

- Before class, put a magnetic marble in your pocket. Put a second magnetic marble and a magazine on your desk.
- Show a magnet magic trick! Hold up the magnetic marble (not the one from your pocket), and say that you can move it however you want, even through a book.
- Carefully place marble from pocket into hand, without allowing students to see it. Set the magazine over your hand that contains the marble, balancing it over your palm.
- Next, carefully place the other magnetic marble directly over the first. Hold the book steady with free hand, & slowly move hand that contains the magnetic marble underneath the magazine, so that the magnet on top rolls along with it.
- After the students see the magic trick, show the magnet you had and tell them that they will get a chance to experiment with the magnetic marbles for themselves.

Day 2 Explore

Students will determine which objects are magnetic and which are not.

Students will observe that magnets have two sides-north and south.

- Give magnetic marbles to students, so they can experience the forces of magnetism on their own.
- Walk around the classroom, giving suggestions on experiments to try, or pointing out how the magnets are attracted to each other.
- After a few minutes of exploration, have students get into small groups of three or four. Have students show each other the tricks they found to do with their magnets.
- Encourage them to talk about why they think that happened.

- What factors affect the attraction between two magnets?
- What factors affect the repulsion between two magnets?
- Come back as a class and have students share what they learned about magnets.
- Have students write their observations down.
- Have a member from each group report out to the class describing magnetism.
- Students will write a conclusion about the cause and effect relationships they have observed.

Day 3 Explain

Students will be able to understand the concept of magnetic attraction.

Students will be able to understand the concept that when magnets do not want to touch they are being repelled.

- Using the document camera, demonstrate that when magnets do not want to touch they are being repelled.
- Be sure to talk about the two sides (or poles) a magnet has-a north pole and a south pole, which are on opposite ends, just like the North and South poles on the globe.
- Have students produce a pictorial model of a few of the arrangements they used during exploration along with a short narrative about what they felt happened between the two magnets.

Day 4 Elaborate

Students will be able to make predictions about magnets based on what they learned in the previous activities.

- Provide student with a varied set of different objects and have them make predictions about what they think will happen.
- Have each student write down his or her prediction (or hypothesis) at the top of a piece of notebook paper.
- Below that have them draw what actually happened and their explanation of why their prediction was correct or incorrect.
- Students will watch demonstrations by the teacher in which various attractive and repulsive forces are explored.
- Use a document camera to display the magnetic patterns present during attraction and repulsion.
- Students will record their experimental observations, results and analysis.

Day 5 Create

Students will create short movements and to show how magnets attract and repel.

- What are the special properties of magnets?
- How would you move if you were a magnet?
- What happens when you work in pairs and one of you is North, the other South?
- What happens when you are both North?
- Have students watch video <http://www.youtube.com/watch?v=v2dejMC4fpQ>

Day 6 Evaluate

Students will be assessed on their understanding of magnetic forces and come to conclusions based on cause and effect relationships and their performance.

Engage: See magic trick.
Explore: Play with magnets and write what was learned.
Explain: Draw a picture and write.
Elaborate: Make predictions.
Create: Create movement and perform.
Evaluate: Assess conclusion and performance.

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Molecules to Organisms: Structures and Processes

The student will identify the five major body systems and demonstrate knowledge of their basic functions through movement, choreographing a dance in a group.

Arts Content



VAPA Standards Process/Skills to Scaffold



(1st)2.3 Create a short movement sequence with a beginning, a middle, and an end.
(5th) 1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.
2.6 Demonstrate cooperation, collaboration, and empathy.

Other Content



Common Core Standards Process/Skills to Scaffold



LS1.A Structure and Function
Animals have internal and external structure to support growth, behavior and reproduction.
LS.5.c Students know how bones and muscles work together to provide a structural framework for movement.
5.RF.4.a. Read on-level text with purpose and understanding.

Text



stories, websites, artwork, articles, music



United Streaming Short Videos on the five major body systems.

Music used from DVD:

Adopted California Science text for 5th grade

Variety of nonfiction children's science books on the body systems.

Project Design



Reader's Theater script, illustrated book, musical soundtrack, mural, dance, choreography, portrait, storyboard, infographic, multimedia presentation, etc.

The students will watch short videos of each of the five major body systems. While doing this they will take notes and illustrate what they are learning in their science journals. Further research will entail locating information in the science texts. Next they will explore being able to show the function of each system with a hand motion. Then they will explore how to show this with their bodies, in pairs using the mirroring technique. Finally, they will choose a body system, form groups, and decide how to show the function within their group, with each member of the group participating. They need to have a beginning, middle, and end. After practicing in their group, each group performs for the class. For the final part of the dance, each group will come together in a way to illustrate how these systems work together to form our body. For example, the nervous system could be the group performing as a brain, with the group with heart and lungs below, and skeletal/muscular system on the outer edges, with the circulatory system, circulating.

Creative Process



Imagine, Examine, Experiment, Develop Craft, Create

First practice independently with hand motions, then partner using

Reflect/Assess/Revise

Share

After the first presentation, give an opportunity to revise. Take photos and videos and assess and revise after viewing.

Assessment



Authentic, Performance-Based, Summative

Does it have a beginning, middle and end? Did all participate?
Are they able to explain their performance and what it meant?

Reflection



Summative Reflection with Students & Teacher

Student comments:
Teacher comments:

The Respiratory System Dance

Objective: Students will be able to summarize the human body systems and perform these systems through dance/movement. (Unit done in sections):

1. Respiratory System
2. Circulatory System
3. Digestive System
4. Excretory System
5. Muscular/Skeletal System

Materials Used: Houghton Mifflin California Science 5th grade text book

Dance Standards

5-1.1 Demonstrate focus, physical control, and coordination in performing locomotor and axial movement.

5-2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

5-2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups

Science Standards

4-LS1.A Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Intro: The teacher will begin the lesson by showing her dance of the respiratory system. The teacher will then ask the students what they think she was doing. The teacher will then have students find their kine-sphere (their spot). Have students move their bodies while they breathe in and breathe out. Explain to students that they will be learning the about the organs and their jobs in the respiratory system. Explain how animals (fish, birds, and caterpillar) breathe and have them move like those animals would.

Explain to the students that they will be learning about the respiratory system. They will learn the organs in the system and what they do and will then be showing how they work through movement.

Teaching and Guided Practice: The teacher will teach the students about the respiratory system, making sure to use the vocabulary: nasal passages (mouth and nose), trachea, bronchial tubes, lungs, alveoli, and diaphragm. As the students learn the organs (and how they work), they will dance/gesture to remember the location of the organ and be able to summarize the organs job.

Closure: Have students find their kine-spheres and show dance/gestures when the teacher states an organ. They will then Think/Pair/Share with their partners about what that specific organ does. The students will then be told to create their own “respiratory system” dance which they will perform for each other (half the class dances, the other half watches and vice-versa).

Independent Practice: The teacher will place the students into groups of 5 and they will then re-create the respiratory system (human, caterpillar, fish, bird, etc) through movement/dance. The teacher will remind students that there is to be no oral sound (speaking). The students that are not performing will be the audience, will comment on what they think they saw, and the performers will then explain what they did.