

ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

Arts Discipline and STEM Infused PBL Unit Specify arts discipline.

Lesson Title Lesson title includes the major concepts covered by the lessons.

Authors: Lesson authors include both the teacher's name with the artist-mentor name. Grade Level: _____

Project Idea:

Communicates the project's general idea and purpose. This is a space for brainstorming.

Driving Question

The Driving Question will drive student learning. It focuses on student inquiry, creates interest and challenge. It should be engaging, open-ended, and aligned with standards. The Driving Question could begin with "Why ..." or "Should ..." or "How can we ...".

Unit Summary (Completed at end of project. Use for sharing out public product.)

One paragraph description of the scope and sequence of the unit.

Learning Targets and Assessment Criteria

Target: The Target Learning tells what you want the students to **know** or **be able to do**.

Criteria: The Assessment Criteria are what you will **see** or **hear** that tell you what the students know. They are the observable traits and dimensions of what the student knows.

Target:

Criteria:

Target:

Criteria:

Vocabulary

Arts Infused:

Concepts, skills, or processes that are shared between the art form and STEM subjects.

STEM:

Concepts, skills, or processes that are found uniquely in the subject areas.

Arts:

Concepts, skills, or processes that are found uniquely in the art form.

21st Century Skills

- Creative Thinking:
- Critical Thinking:
- Communication:
- Collaboration:
- Perseverance:
- Growth Mindset:

Materials

Resources (Websites, experts, texts)

You can also add any additional local resources used to support the inquiry process.

Museum Artworks or Performance

Works of art or photos or videos of performances referenced in the unit as examples of the concepts being taught. These resources should be used to illustrate and inspire, not to mimic.

Email photos to Arts Impact to imbed.

Also this is where you list your study trip with location and date.

Visual Arts Examples:



Dance/Theater Examples:



Materials

Materials include any performing arts materials (i.e. music), theater materials (i.e. books, scripts), or visual arts materials (i.e. art supplies), as well as classroom materials. Include student worksheets, Class Assessment Worksheet, and Arts Impact sketchbooks.

Standards to Drive the Inquiry

Science, Technology, Engineering

Next Generation Science Standards

<http://www.nextgenscience.org/search-standards>

Insert NextGen Science performance expectations, disciplinary core ideas, and crosscutting concepts that are aligned with this unit.

Scientific and Engineering Practices

Insert the Scientific and Engineering Practices here that are aligned with this unit.

List only the practices that directly apply to this unit.

Math

Common Core State Standards (CCSS) in Math

<http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx>

Insert CCSS math standards here that are aligned with this unit.

CCSS Mathematical Practices

Insert CCSS Mathematical Practices here that are aligned with this unit.

You can list the two to four that most directly apply.

Arts

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

The unit is aligned directly with the Washington State Arts GLEs in order to prepare students with the arts knowledge, skills, and practices deemed essential for all students in the state of Washington. List all that apply. Do not forget to include the arts standard that references the connection between the art form and the subject area(s), for example: 4.2.1 Connection between Theater and Science.

21st Century Skills

http://www.p21.org/storage/documents/P21_arts_map_final.pdf

http://www.p21.org/storage/documents/21stcskillsmap_science.pdf

http://www.p21.org/storage/documents/P21_Math_Map.pdf

List the 21st Century Skill highlighted in this unit and the projected outcome. The documents above can suggest skills and outcomes. For example:

Communication

Outcome: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.

Teacher Project Planning

(Questions for teachers.)

1. *What will the entry event be to launch this unit?*
2. *What resources might we need?*
(Experts, fieldtrips, texts, websites, data, equipment, materials)
3. *What is the duration of this unit?*
4. *What will be group work?*
What will each individual student do?
5. *What will the formative assessments/moments for reflection be?*
(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)
6. *What will the summative assessment/ public product be?*
(Performance, exhibition, publication, public presentation, website, instillation)

Facilitating Student Understanding of the Problem

Below are questions to guide student inquiry.

1. *What do we know about this problem before we begin?*
2. *What do we need to learn in order to solve it?*
3. *Where will we look for resources?*
4. *Who is our audience? Who will be helped by our solution?*
5. *How will we share our solution?*
6. *How will we assess our own learning?*

PBL Unit Outline of Inquiry

Begin each step with a question. Follow that with a brief description of what students do to address the question. For a dance example:

1. **What are different ways we can move our bodies?**

- Students create a list of different ways to move their bodies.
- They go outside to play a follow the leader game to practice different ways to move.
- The class creates a graph to show their favorite way(s) to move.

Student reflection and assessment: Criteria-based embedded assessments are highlighted for each unit step. They can be process-based assessment, teacher checklist, self-assessment, peer assessment, or reflection. If they are listed as teacher checklist, self, or peer assessments, they can be pasted from the selected criteria on page one. Those are also recorded on the class assessment checklist at the end of the lesson. Other times they are process assessments or reflections and not assessed on the checklist. All assessments are used formatively, to guide instruction throughout the lesson.

For a dance example:

Student reflection and assessment (criteria-based process assessment): Students participate in a follow the leader game to demonstrate different ways to move. Students will share their opinion about what their favorite way to move is.

For a visual arts example:

2. **Are birds made up of simple shapes? What shapes do you see?**

Project *American Goldfinch*, 1840-1844 by John James Audubon on whiteboard and demonstrate sketching the simple shapes of the bird.

- Students look at bird images and discuss shapes observed.
- Students sketch simple shapes of real birds.

☑ Student reflection and assessment (criteria-based teacher assessment):
Combines simple shapes (ovals, triangles, circles) to create one unified shape representing what is seen.

Public Product/Sharing

Who is our audience?

Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.

ARTS IMPACT LESSON PLAN Discipline and STEM Infused Unit

Supply arts discipline above.

Grade: *Unit Title* List grade and repeat title of unit.

The following assessment checklist can be used along with other assessment tools teachers and students. The class assessment worksheet is a place to document learning by the entire class. This worksheet is designed as a checklist; alterations need to be made if you are including rubric points. Place a checkmark or 1 for each student who meets criteria; place a 0 for a student who does not meet the criteria; write AB for absent students.

CLASS ASSESSMENT WORKSHEET

Disciplines	In bold and all caps, identify in which discipline(s) the concept lives. e.g. VISUAL ARTS/SCIENCE	e.g. VISUAL ARTS	e.g. VISUAL ARTS/SCIENCE	Total List number of points, e.g. 3.
Concept	Identify the concept assessed in first criteria. e.g. Observation Process	e.g. Shape	e.g. Communication	
Criteria	Paste in the first criteria from page one.	Paste in the second criteria.	Paste in the third criteria.	
Student Name				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
Total				
Percentage				

What was effective in the unit? Why?

What do I want to consider for the next time I teach this unit?

What were the strongest connections between arts discipline and STEM?

Teacher: _____

Date: _____

