**ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN**

**Arts Discipline and STEM Infused PBL Unit**

***Lesson Title***

Authors:       Grade Level:

**Project Idea:**

**Driving Question:**

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

**Learning Targets and Assessment Criteria**

**Target:**

**Criteria:**

**Target:**

**Criteria:**

**Target:**

**Criteria:**

**Vocabulary**

Arts:

\_\_\_\_\_

Arts Infused:

\_\_\_\_\_

STEM:

\_\_\_\_\_

English Language Arts:

\_\_\_\_\_

Social Emotional Learning:

\_\_\_\_\_

21st Century Skills:

\_\_\_\_\_

**Materials**

**Resources (Websites, experts, texts)**

\_\_\_\_\_

**Museum Artworks or Performance**

\_\_\_\_\_

**Materials**

\_\_\_\_\_

**Standards to Drive the Inquiry**

***Arts***

**WA Arts Learning Standards**

For the full description of each anchor standard and the grade level performance standards, see:

[*http://www.k12.wa.us/Arts/Standards*](http://www.k12.wa.us/Arts/Standards)

***English Language Arts***

**Common Core State Standards in ELA**

*For a full description of CCSS Standards by grade level see:* [*http://www.k12.wa.us/CoreStandards/ELAstandards/*](http://www.k12.wa.us/CoreStandards/ELAstandards/)

***Math***

**Common Core State Standards (CCSS) in Math**

[*http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx*](http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx)

**CCSS Mathematical Practices**

***Science, Technology, Engineering***

**Next Generation Science Standards**

[*http://www.nextgenscience.org/search-standards*](http://www.nextgenscience.org/search-standards)

**Scientific and Engineering Practices**

***21st Century Skills***

(Select the one or two that are most important in this lesson and delete the others.)

[*http://www.p21.org/our-work/resources/for-educators*](http://www.p21.org/our-work/resources/for-educators)

* Creative Thinking: *Gathers ideas; considers and tries multiple solutions; makes artistic choices*
* Critical Thinking: *Asks clarifying questions; uses evidence to question or explain creative choices; constructs meaning*
* Communication: *Actively listens; expresses ideas – visually/physically/verbally; responds to others*
* Collaboration: *Communicates ideas to others; makes compromises; and incorporates input/feedback*
* Perseverance: *Persists in adapting ideas to work through challenges*
* Growth Mindset: *Takes risks; embraces alternative possibilities; work develops over time*

**Teacher Project Planning**

**(Questions for teachers.)**

1. *What will the entry event be to launch this unit?*

1. *What resources might we need?*

*(Experts, fieldtrips, texts, websites, data, equipment, materials)*

1. *What is the duration of this unit?*

1. *What will be group work?*

*What will each individual student do?*

1. *What will the formative assessments/moments for reflection be?*

*(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)*

1. *What will the summative assessment/ public product be?*

*(Performance, exhibition, publication, public presentation, website, installation)*

**Facilitating Student Understanding of the Problem**

**(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.)**

**1.**

* The students
* The students

🗹 Student reflection and assessment:

**2.**

* The students
* The students

🗹 Student reflection and assessment:

**3.**

* The students
* The students

🗹 Student reflection and assessment:

**4.**

* The students
* The students

🗹 Student reflection and assessment:

**5.**

* The students
* The students

🗹 Student reflection and assessment:

**6.**

* The students
* The students

🗹 Student reflection and assessment:

**7.**

* The students
* The students

🗹 Student reflection and assessment:

**8.**

* The students
* The students

🗹 Student reflection and assessment:

**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**

Grade: *Unit Title*

**CLASS ASSESSMENT WORKSHEET**

The following assessment checklist can be used along with other assessment tools developed by teachers

and students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Disciplines |  |  |  | Total      |
| Concept |        |        |        |
| CriteriaStudent Name |        |       |        |
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| 30.  |  |  |  |  |
| 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:

**ARTS IMPACT FAMILY LETTER**

ARTS AND STEM INFUSED PBL: ***Unit Title***

Dear Family:

We are engaged in a **discipline-infused project based learning** unit in which we are trying to solve this challenge:

**Driving Question:**

* We asked      .
* We discovered      .
* We created      .

At home, you could extend the learning by      .