Scope and Sequence for Art-Infused WRITING Curricula

Mastery Arcs and Practicing for Mastery

A Review of Writing Transition Ideas FROM Your Classrooms FOR Your Classrooms

This year Arts Impact is providing a Scope and Sequence for the complete third, fourth, and fifth grade Art-Infused Writing Curricula. You

will see alignment between Writing and Theater, and your classroom ideas for Classroom Activities and ways to traditionally and artistically

Practice for Mastery that lead to overall conceptual mastery.

The following classroom guide will not only give you the conceptual focus, but give you a chance to see where each lesson fits into a bigger

picture of learning.

Thanks for your great ideas this past spring in our Learning Community Meetings.

Here is a compilation of your ideas for application in 2008-2009 aligned with the Scope and Sequence of the Curricula!

This is a great chance to borrow from other teachers experiences in other classrooms from other schools!

ARTS IMPACT/ARTS LEADERSHIP – Theater and Writing: Scope and Sequence

Scope and Sequence for Third Grade Writing Arts-Infusion

THIRD GRADE

Art-Infused

Concepts

WRITING

Lesson Descriptions

PRACTICING FOR MASTERY

Teacher Ideas from the Classroom

Action:

verbs

adverbs

Character Attributes:

main character

description

inference

objective

Point of View:

first person voice

third person voice

Story Structure:

introduction

beginning/middle/end

time

place

feeling/emotion

obstacle

#1 Modify My Action

Uses verbs and adverbs to inspire meaning in actions.

• Action Words: Activate words students are

learning; Prompt students to apply new

words to writing; create a sentence using

both a verb and an adverb; use descriptive

language once a week; Watch actions;

How could you write that in a sentence?;

• Character Attributes: Use seed moments:

WHO is the character, WHAT action did the

character take, WHAT did they say?; Map

characters on the Character Map.

#2 Character Attributes in Writing

Records, infers and portrays character attributes using vocal ad body choices

motivated by word-based traits and reactions.

#3 The Set-Up: Creating Dramatic Introductions

Uses gesture and dialogue to convey a specific time, place and feelings in a

narrative introduction.

#4 Beginning, Middle, and End of a Story

Develops the story beginning by setting the time, place, and emotions and main

character’s objective; develops the story middle by identifying the man

character’s obstacle, and develops the story end by showing the main character

overcoming the obstacle.

ARTS IMPACT/ARTS LEADERSHIP – Theater and Writing: Scope and Sequence

Scope and Sequence for Fourth Grade Writing Arts-Infusion

FOURTH GRADE

Art-Infused

Concepts

WRITING

Lesson Descriptions

PRACTICING FOR MASTERY

Teacher Ideas from the Classroom

Action:

verbs

adverbs

Character

Attributes:

main character

new character

introduction

description

Story Structure:

introduction

rising action

climax

falling action

conclusion

key events

Transition:

time

setting/location

order/sequence

character

#1 Building Original Narratives

Records the introduction, rising action, climax, falling action and conclusion of an

original story on a Narrative Volcano Worksheet.

• Action: Use vocabulary word list for Precise

Vocabulary—immediately write it down;

• Character: Write more character details in;

make the volcano with room for two

characters, possibly three;

• Story Structure: Practice drawing the

Volcano—students use six boxes:

introduction; 2 rising action; 1 climax; 1

falling action; 1 resolution; use a new

prompt from the board every week;

practice drawing the graphic organizer with

the students;

• Transitions: Point out and act transitions at

student’s desk—write down transition

actions; have a Transitions Bashing Party—

practice three types of transitions: spatial,

ordinal, time.

#2 Creating Transitions

Communicates how and why a change occurs in time, setting, order/sequence or

characters at a specific moment within a story.

ARTS IMPACT/ARTS LEADERSHIP – Theater and Writing: Scope and Sequence

Scope and Sequence for Fifth Grade Writing Arts-Infusion

FIFTH GRADE

Art-Infused

Concepts

WRITING

Lesson Descriptions

PRACTICING FOR MASTERY

Teacher Ideas from the Classroom

Action:

verbs

adverbs

Precise Words:

nouns

adjectives

Character

Attributes:

main character

description

objective

Point of View:

first person voice

third person voice

writer’s voice

Story Structure:

obstacle/problem

key event

setting

climax

conclusion

narrative scene

#1 Precise Vocabulary

Students act out precise vocabulary in pairs making physical and vocal choices;

pairs present sentences to class.

• Precise Words: Give pitch to a funder—do a

verbal brainstorm; verbalize the results;

place any ‘juicy words’ on the Word Wall;

describe the actions the students saw when

a peer combined words—write down

actions right away; fit new action words

into stories; Do a Shoulder Tap to create

dialogue: practice tapping own shoulder.

• Character Attributes: Choose teacher as the

character; tell about them;

• Story Structure: Articulate conclusion

through action—“My hypothesis is right

because. . .My research is important

because. . .”; act out a tableau for each

paragraph of a story;

• Transitions: Yes And!!! Build a story idea

and then connect it with another idea using

Yes, And!; reuse organizer.

#2 Dramatic Outlines

Outlines specific descriptive words and phrases while planning and acting dramatic

character arcs in a tableau with objectives, obstacles and actions to improve a final

story draft.

#3 Staged Narratives

Identifies the potential audience for a story and creates a narrative with a clearly

defined voice, performs a narrative scene, then revises original narrative.

ARTS IMPACT/ARTS LEADERSHIP – Theater and Writing: Scope and Sequence

Scope and Sequence of Writing Arts-Infused Concepts

Action Precise Words Character Attributes Point of View Transitions Story Structure

Third Grade verbs

adverbs

main character

description

inference

objective

first person voice

third person voice

introduction

beginning/middle/end

time

place

feeling/emotion

obstacle

Fourth Grade verbs

adverbs

main character

new character introduction

description

time

setting/location

order/sequence

character

introduction

rising action

climax

falling action

conclusion

key events

Fifth Grade verbs

adverbs

nouns

adjectives

main character

description

objective

first person voice

third person voice

writer’s voice

obstacle/problem

narrative scene

key event

setting

climax

conclusion