

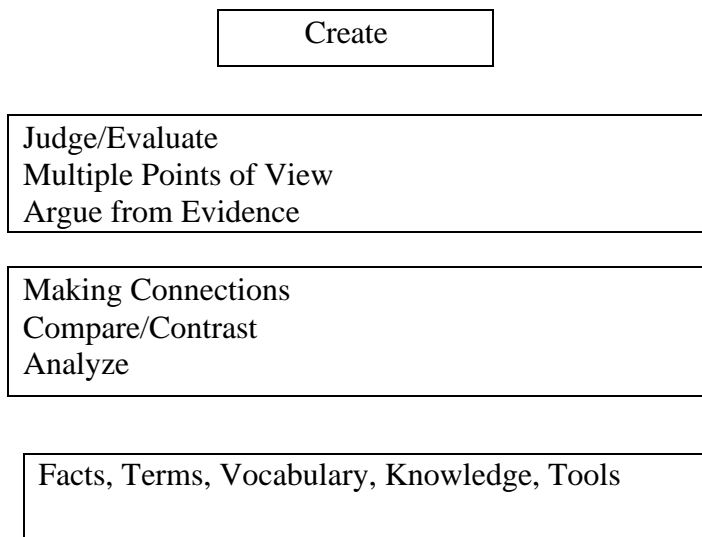
The Kennedy Model of Arts Integration  
Reflection  
Submitted by Sheila Ehlers

The Kennedy Center has been providing professional learning experiences to learn about and implement arts integration. The Kennedy Center defines Arts Integration as the following: Arts Integration is an **approach to teaching** in which students construct and demonstrate **understanding** through an **art form**. Students engage in a **creative process** which **connects** an art form and another subject area and meets **evolving objectives** in both.

The class I took under the direction of Marcia Daft validates and affirms the definition of Arts Integration. I would highly recommend this course to colleagues and look forward to implementing Arts Integration into the fifth grade curriculum this next school year.

Through Arts Integration, students further develop their own creativity by analyzing and refining their work; in order to improve reading performance. This is a spiraling process that involves critique and revision. Arts integration involves communication and collaboration with others. For example, students communicate new ideas with others, and incorporate input and feedback into their work. Additionally, students develop critical thinking skills, and analyze and evaluate points of view. Students are highly engaged and develop deeper analysis and inference skills.

Below is a chart that depicts higher order thinking skills. Ultimately we, as educators want students to be the Create levels. This can be accomplished through Arts Integration.



# LESSON TEMPLATE



<b>A. FOUNDATION</b>	
<b>Teacher Sheila Ehlers</b>	
<b>Grade Level: Five</b>	
<p><b>Standards:</b></p> <p><b>Reading Comprehension: Developing Sensory Images, Supporting Text Understanding</b></p> <p><b>Language Arts: Students make an oral presentation to an audience. Students read poetry with accuracy and comprehension. Students revise and edit work. Students write for a peer audience. Students comprehend an oral presentation.</b></p> <p><b>Music: Students perform expressively a varied repertoire of music. Students perform with appropriate dynamics, tempo, and timbre. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</b></p>	
<u>Art Form: Word Painting</u>	<u>Other Curriculum Content:</u> Language Arts, Social Studies, Music
<b>Objectives</b>	
<u>Art form:</u> In this lesson, Word Painting provide an understanding of five elements of vocal expression: tempo or speed, inflection, dynamics or volume, repetition, and rest	<u>Other Curriculum Content:</u> Reading comprehension and fluency
<p><b>Materials Required</b></p> <ul style="list-style-type: none"> <li>Books: <u>Where the Wild Things Are, Yo, Yes, Fortunately, Unfortunately, Snow on Snow</u></li> </ul>	

- Teaching the Music of Language  
Word Painting: Mastering Reading with Expression
- Social Studies book: Grade 5
- Poster “Word Painting” depicting tempo, inflection, dynamics, repetition, and rest
- White Board, pencils, loose leaf paper, markers, poster paper

### Room Set-up Required

Classroom re-arrangement is not required.

After the students compose a poem all together, I will then assemble them in groups of 4 students. Each group will be given one book pertaining to the Revolutionary War. Each student will take turns being the teacher. One person starts the role of the teacher and leads the Word Painting Call and Echo.

After a few pages another student takes on the role of teacher.

## B. LESSON TIMING

**INTRODUCTION**

**TIME:** 30  
minutes

# LESSON TEMPLATE

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<b>LEARNING ACTIVITY</b>	<b>TIME:</b> Several days
<b>CLOSURE</b>	<b>TIME: 30</b>
	<b>TOTAL:</b>

**C. INTRODUCTION****Min: 15**

The **purpose** of our lesson is to understand that *Word Painting* is a musical term that refers to using musical devices to enhance the meaning of words.

**Today** we will compose a poem about the events leading up to the Revolutionary War.

You have **already studied and researched events** leading up to the Revolutionary War. Those events include: The Sugar Act, The Currency Act, The Stamp Act, and The Quartering Act (briefly discuss each of the Acts).

Remember the **‘Three R’s**: Let’s review them!

- **Ready** to learn
- **Responsible** for our learning
- **Respectful** toward others

Begin the unit of study with the introduction to *Word Painting*

(C Introduction)

On five separate days introduce the five elements of *Word Painting*.

Allow 10 minute to teach each of the elements (tempo or speed, inflection, dynamics or volume, repetition, rest).

Read a book (ie Where the Wild Things Are )to the class and take a few lines of the text from the book *Word Painting Echo*

Model *Word Painting*; fully engage the students as I model a poem, using a pre-composed poem.

Ask the students to pair/share.

Students will eventually be split into groups of four; alternating the role of teacher.

Throughout the unit of study students will be using the Word painting poster to illustrate how their reading and speaking can be more expressive, musical, and pleasing to the ear.

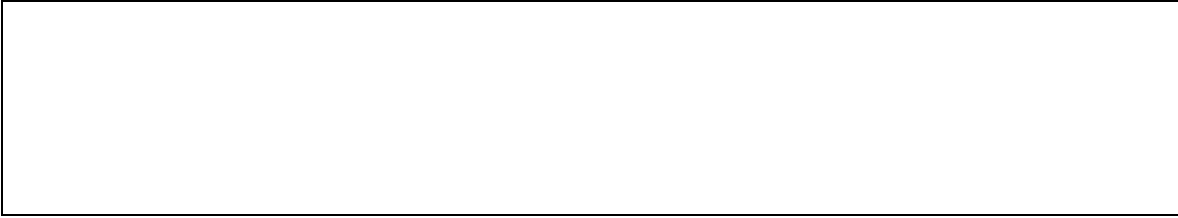
Mix up the strategies using visualization and articulation.

1. Brainstorm
2. Draft
3. Analyze
4. Revise
5. Rewrite
6. Set to Movement
7. Perform

Talk about to doing the poem and keep trying until the poem is GOOD!

# LESSON TEMPLATE

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- **State Purpose**  
*The purpose of our lesson is for you to learn about/ review ...*
- **Preview Lesson**  
*Today we will... (describe what students will do/create)*
- **Review Prior Learning**  
*You already know...  
Remember from our last lesson...*
- **Communicate Expectations**  
*Remember our rules about...  
I expect that you will...*



**D. LEARNING ACTIVITY**

**TITLE:**

<b>Step #1:</b> Introduction	<b>Min:</b>	15
<b>Step #2:</b> Implementation: use the book, <u>Where The Wild Things Are</u> ; lead the <i>Word Painting Call and Echo</i> (see Teaching The Music of Language: Mastering Reading with Language, pg. 13)	<b>Min:</b>	30
<b>Step #3:</b> "My Turn, Your Turn" (Daft, pg. 4)	<b>Min:</b>	5
<b>Step #4:</b> Vocal Opposites Warm-Up (Daft, pg.5)	<b>Min:</b>	10
<b>Step #5: Tempo or speed</b> ( <u>Where the Wild Things Are</u> ) Model; Pairing/Sharing	<b>Min:</b>	20
<b>Step #6: Inflection</b> ( <u>Yo, Yes!</u> ) provide sample Sample sentences from the text.	<b>Min:</b>	20
<b>Step #7: Dynamics or Volume</b> ( <u>Snow on Snow</u> ) Articulation	<b>Min:</b>	20
<b>Step #8:</b> Review/practice tempo and inflection by Modeling and pairing/sharing.	<b>Min:</b>	20
<b>Step #9: Repetition</b> ( <u>Round Robin</u> ) model; pairing/sharing	<b>Min:</b>	20
<b>Step #10:</b> Review/practice dynamics (volume) and repetition through model and pairing/sharing	<b>Min:</b>	20
<b>Step #11: Rest</b> provide sample sentences from <u>Where the Wild Things Are</u> . Word paint the following sentence: I # never said you stole my red umbrella. (Daft, pg. 10)	<b>Min:</b>	20
<b>Step #12:</b> Student will begin composing a poem	<b>Min:</b>	20

# LESSON TEMPLATE

about the American Revolution. 30 This will begin as a whole group activity, by selecting key vocabulary terms. Then we will use the 1, 2, 3, 4 template.		
<b>Step #13:</b> divide the students into groups of Four; each group will compose a stanza for the American Revolution. Practice and revise!!	<b>Min:</b>	20
<b>Step #14:</b> Polish and revise stanzas; using the Word Painting Poster	<b>Min:</b>	20
<b>Step #15:</b> Final draft of the 'American Revolution' Poem.	<b>Min:</b>	30
<b>Step #16:</b>	<b>Min.</b>	
<b>Step #17:</b>	<b>Min.</b>	
<b>Step #18:</b>	<b>Min.</b>	
<b>Step #19:</b>	<b>Min.</b>	
<b>Step #20:</b>	<b>Min.</b>	

- Review Purpose  
*Today we learned about...*
- Restate Main Ideas  
*The main ideas to remember from our work today are...*
- Invite Reflection  
*(See question starters in Tab 7, 7-18)*
- Recognize Challenges and Accomplishments  
*Today we found [x] challenging...*
- Connect to Future Learning  
*Next time we will...  
Before our next*

**E. CLOSURE****Min:** 30

Presentation of the 'American Revolution Poem' to other fifth grade student in the building.

**Reflection for students:** Why is it important to Word Paint our voices when we read out loud? How does it help listeners know what we are thinking and feeling?

In this unit of study, **we learned** about the importance of integrating an art form into other areas of study; for example, we learned how to develop a deeper understanding of the American Revolution through Word Painting.

**The main idea to remember** in this unit of study is that poetry is a creative process which connected vocal expression to the event leading to the American Revolution.

**Next time** we will use word painting to develop a deeper understanding of Native American Indians.

**PLEASE NOTE:** This is a unit of study pertaining to Word Painting. I felt it would be far more useful for me to compose a unit if study, rather than a daily lesson plan.

# LESSON TEMPLATE

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