

Reflection on the Kennedy Center definition of Arts Integrated Teaching.

Ron May

The workshop last week reinforced my understanding that arts integration is not simply including an art component into a lesson plan. That is to say, you can't just read a story in language arts and then ask the student to draw a picture of one of the characters in the story. While this alone is a creative activity it is NOT an example of integrated arts study.

This workshop clarified and gave specific ways of using arts integration to ensure that students UNDERSTAND through a creative process. By summarizing basic ideas from content and then employing those ideas and facts into an expressive art form (poetry, song, dance, etc), you CONNECT the art form to the subject area in a more intense way that meets the objectives of the lesson from the onset.

While the workshop used the music of language as its tool, the concept can be easily transferred to other art forms and subject content. With a creative mind, the tools are the same. As teachers, we are challenged to use the arts as a creative process that demonstrates mastery of the subject content and not just as an activity that is fun and engaging by itself. There needs to be connection/INTEGRATION.

LESSON TEMPLATE



A. FOUNDATION	
Teacher May	
Grade Level: 6th Grade	
Standards	
<u>Art Form:</u> Music	<u>Other Curriculum Content:</u> Vocabulary & Sentence Structure
Objectives	
<u>Art form:</u> To create sentences that relate to specific rhythms	<u>Other Curriculum Content:</u> Language Arts/Reading Skills
Materials Required Note Cards Pencils/Pens	
Room Set-up Required <u>Seating that can be arranged in small groups to facilitate collaborative learning</u>	

B. LESSON TIMING	
INTRODUCTION	TIME:
LEARNING ACTIVITY	TIME:
CLOSURE	TIME:
	TOTAL:

C. INTRODUCTION**Min: 3**

The purpose of our lesson is to learn how syllables of words create rhythms that can be applied to creating sentences.

Today we will create rhythmic patterns, then we will assign words that fit those rhythms. Finally, we will create sentences that form the rhythmic patterns that we create.

You already should know the basic music rhythms that include quarter notes, eighth notes, triplets, and their corresponding rest values.

The challenge today is to correspond the rhythms that we create into logical sentences that express an idea.

1. State the goal of the lesson.
2. Review basic rhythm patterns that include quarter notes, eighth notes, half notes, and triplets (including their equivalent rest values)
3. Have students create simple, basic rhythm patterns with single, double, triple, and four-part subdivisions. Then chain them together into 2 measure patterns (in 4/4 time). (use note cards)
4. Brainstorm and create lists that match one, two, three, and four syllable words (words that would match the rhythms created in step 3.
5. Review sentence structure (noun, verb, direct object, indirect object, etc).
6. Divide into small groups (3-4 students). Have one student be the rhythm chair (to direct the note values), have another student write down the words that match the rhythms. Decide who writes down a complete sentence that makes logical sense.
7. Create 3-4 sentences in each group. Topics can be the same or different..be creative.
8. Analyze—does the sentence make sense? Is it funny? Is it an easy task or difficult? Do you need to make changes?
9. Share your sentences with the class as a whole.
10. Can a paragraph or short story (however silly it may be) be created by combining all of the groups creative sentences? Maybe, or maybe not...but it would be fun to try.

D. LEARNING ACTIVITY		
TITLE:		
Step #1: State the Goal	Min:	3
Step #2: Review Basic Rhythms	Min:	3
Step #3: Create Basic Rhythms	Min:	5
Step #4: Brainstorm matching words	Min:	5
Step #5: Review good sentence structure	Min:	5
Step #6: Divide into small groups/brainstorm	Min:	10
Step #7: Create sentences from ideas	Min:	5
Step #8: Analyze and edit	Min:	5
Step #9: Share sentences with the class	Min:	10
Step #10: Can the class create a story?	Min:	10
Step #11:	Min:	
Step #12:	Min:	
Step #13:	Min:	
Step #14:	Min:	
Step #15:	Min:	
Step #16:	Min.	
Step #17:	Min.	
Step #18:	Min.	
Step #19:	Min.	
Step #20:	Min.	

E. CLOSURE

Min: 3

Today we learned that words can have certain rhythms.

Today we learned how to match words and rhythms together to make complete sentences.

Today we took time to analyze our work and make changes if we needed to help make our sentences more readable and enjoyable.

Today we were challenged to work together to try and create a story (however silly) from our various ideas.

Next time you read a story, try to imagine the rhythm of the words with note values. Is it musical? Is it enjoyable?