

Grade Level:

Experiment One:

Art First

Time Period -- Pre Test Window

Unit Implementation Window

Post Test Window

Teacher(s):

<p>Big Idea</p> <p>What can you tell about how our food gets from the farm to the table?</p>		
<p>Assessment</p>		
<p>Standards</p>		
<p>Art 1.1, 2.1, 3.2 Language Arts (Vocabulary/Writing) 1.10, 2.0, 2.1, 2.5, Need to <u>a</u>dd writing standards Content (Science/Social Studies) Soc. St: 2.4.1, 2.4.2</p>		
<p>Vocabulary</p>		
<p>crop soil climate irrigation process landscape consume distribute product produce equipment harvest transport factory region resource repetition</p>		
<p>Cycle 1</p>	<p>Cycle 2</p>	<p>Cycle 3</p>
<p>Stimulus: Grant Wood Farm/landscape print Tortilla Factory story Unit 4 Social Studies materials (Producers and Consumers)</p> <p>Art: Farm Landscape Media: markers</p>	<p>Stimulus: Videos Unit 4 Social Studies materials Field trip to grocery store</p> <p>Art: collage</p> <p>Writing: Steps in Food to Table Process (sequence of events) e.g. First the farmer plants his crop.</p>	<p>Stimulus: Andy Warhol Can Print Realia: Cans of food - build food pyramid</p> <p>Art: Watercolor/crayon resist of real food and canned product</p> <p>Writing: Narrative riddle e.g. I was harvested in the southern</p>

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<p>Writing: "Ing" Poem e.g. Barley crop growing</p>		<p>region of Kansas.</p>
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Big Idea

*The pre- and post-writing prompt will be phrased to connect with the big idea.
Such as "In looking at this art work, what can you tell me about how living things grow and change?"*

Assessment *What is the evidence that the students understand the big idea?
How does the **integration of all areas**—art, vocabulary, writing, content—advance the understanding of the Big Idea?
What is the evidence of growth in these areas?*

Standards / Goals

*Art (Artistic Perception, Creative Expression, Historical/Cultural, Aesthetic Valuing, Connections/Applications)
Language Arts (Vocabulary/Writing/ELD . . .)
Content (Science/Social Studies . . .)*

Vocabulary Focus

*Not exclusive list, but the vocabulary that will be pre-and post-tested
Majority should be Tier 2 words. Minimal Tier 1 or Tier 3 words.. Consider cross-domain vocabulary*

Cycle 1

Each cycle will include multiple lessons that will each have their own plan with goals and outcomes

Cycle 2

Each cycle will include multiple lessons that will each have their own plan with goals and outcomes

Cycle 3

Each cycle will include multiple lessons that will each have their own plan with goals and outcomes

Stimulus:

i.e. Literature, Art Prints, Realia

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Teacher(s):

<p>Art: <i>What art creation will support the art goals, vocabulary and enhance writing?</i></p> <p>Writing: <i>What writing will support writing goals, be an appropriate connection to the art project and give students a chance to use vocabulary? Genre "One"</i></p>	<p>Art: <i>What art creation will support the art goals, vocabulary and enhance writing?</i></p> <p>Writing: <i>What writing will support writing goals, be an appropriate connection to the art project and give students a chance to use vocabulary? ? Genre "Two"</i></p>	<p>Art: <i>What art creation will support the art goals, vocabulary and enhance writing?</i></p> <p>Writing: <i>What writing will support writing goals, be an appropriate connection to the art project and give students a chance to use vocabulary? Genre ""Three"</i></p>
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