**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea\*: Heroes | | Grade Level\*: Grade 4 |
| Lesson Overview/Summary\*:  Students will research a hero from Missouri history, and, using the characteristic of this hero, tell the story of an imagined hero by creating a comic book cover or comic strip. | | Class Periods Required: 2 |
| Key Concepts (3-4): What you want the students to *know*.\*  1. A hero is a person who is admired for courage, outstanding achievements, and/or noble qualities. Heroes can have many diverse characteristics.  2. An individual can become a hero simply by being selfless.  3. Heroes do what is best for society.  4. Heroes can be a god or the common man. They can be extravagant to the world or to a single individual. | Essential Questions (3-4)\*:  1. What is a hero? What are characteristics of a hero?  2. How does one become a hero?  3. What are heroes’ roles in society?  4. How do heroes differ from one another? How are they similar? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>): What you want the students to *do*. \*  1. Visual Art: The students will be able to create graphic art in the form of a comic book cover or comic strip.  2. Literacy: The students will be able to create a narrative about an imagined hero in a clear and sequential way.  3. Social Studies: The students will be able to use their research about a specific Missourian hero to connect to and create an imagined hero. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  1. Visual Art: STRAND 1, 3.B.4 - Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card).  2. Literacy: WRITING, TEXT TYPES AND PURPOSES, GRADE 4, #3 – Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.  3. Social Studies: MISSOURI, UNITED STATES, AND WORLD HISTORY, B.4 - Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton. | Identify & define **common vocabulary** that connect the art form with the other identified content areas:  Comic Strip: a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book  Graphic Art: the art of drawing, painting, or printmaking  Hero: a person who is admired or idealized for courage, outstanding achievements, or noble qualities  Story: an account of imaginary or real people and events | |
| Content Areas Integrated\*:  1. Visual Art (Inspiration Artist: Jim Steranko)  2. Literacy  3. Social Studies - History | Lesson Activities & Procedure(s) *(please be very specific)*:  Day 1:  1. Students will pair-and-share, discussing what a hero is.  2. Students will come together as a whole class and share ideas of hero characteristics. They will collaboratively create a list of these characteristics.  3. Students will be given a list of Missouri heroes to research, identifying important heroic characteristics and events in their lives. They will record their research and add any additional heroic characteristic to the original list.  Day 2:  4. Students will be engaged at the beginning of day 2 by reviewing a variety comic book covers and comic strips of heroes by Jim Steranko. As the students file through these, they will listen to their teacher give a brief background of the artist (via video or PowerPoint).  5. Students will create their own graphic art of a hero through a comic book cover or comic strip. They will use the list of characteristics and their studied Missouri hero to guide them to create their own hero and storyline (or base the hero off the studied person in history or own personal life).  6. Students will use a computer, clip magazines, or individually draw as a means to create the graphic piece. They will include text and images to create the sequential storyline.  7. Students will write a brief rationale/explanation of why they created the character they did and how he/she is classified as a hero. | |
| Anticipatory Set (Gaining Attention)\*:  Students will watch the TED ED video to open conversation of what a hero is and how to create a sequential storyline for a hero.  https://www.youtube.com/watch?v=Hhk4N9A0oCA | Closure (Reflecting Anticipatory Set):  Willing students will share their graphic art with the whole class, explaining the story and significance of the hero, and its connection to the studied person of Missouri history. | |
| **Formative Assessment** strategy:  The formative assessment is the list of characteristics of a hero created throughout instruction as well as the research documented throughout the process. | **Summative Assessment** strategy\*:  The summative assessment is the final product of graphic art, that is, the comic book cover or comic strip, including the text, images, and rationale. | |
| What student **prior knowledge** will this lesson require/draw upon?  Students will draw upon their prior knowledge of what a hero is, possibly examples from their favorite fictional heroes or experiences from their personal lives. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this lesson?  Students will be engaged in imagining their own hero and his/her story, exploring heroes of the past (specifically Missouri history), and experimenting with the idea of a comic – its set-up and purpose of storytelling (literacy) through text and images (graphic art). | | |
| How will this lesson allow for/encourage students to **solve problems in divergent ways**?  Students will be allowed collaborate with one another when they “get stuck” in their ideas of creating a hero or ideas of how to create a graphic image in the form of a comic. They are also given freedom in how closely related to reality or far removed from the real world their imagined character can be. Finally, they are allowed to use computers, magazine clippings, and/or personal drawings to create their choice of a comic book cover or comic strip. | | |
| How will you engage students in **routinely reflecting** on their learning?  Students will pair-and-share throughout the lesson as well as collaborate as a whole group to reflect on their learning of heroes. They will independently research a hero in Missouri history. And they will reflect upon the visual way they represented an original hero, connecting it to previous examples of heroes. | | |
| How will you adapt the various aspects of the lesson to **differently-abled students**?  Students will work independently, pair-and-share, and collaborate as a whole class, allowing for any type of student form of learning to be accessed. Students will see a video, research via library books and electronic resources, and present learning through an art form to allow different ways of representation. Gifted learners will be allowed to create BOTH cover and comic strip, increasing the time it takes them to complete the lesson as well as increasing the learned material presented and art expressed. Struggling learners will be allowed to use art representation of choice through computer graphics/programs, magazine clippings, or drawing. If writing is a challenge, they would be allowed to verbally record the story of their hero. More accommodations could be made based on the child’s strengths and struggles. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  Students will be given the opportunity to add to their list of hero characteristics throughout the lesson. They will also be able to refine their research at the beginning of day two before moving on to their creation of the comic. And they will also be advised to and given the time for editing their piece and rationale before presenting it to the class and/or turning it in. | | |
| What opportunities/activities will you provide for students to **share** their learning in this lesson?  Students will be able to pair-and-share throughout the lesson as well as collaborate with the whole class. They will also be given the opportunity to share their final piece with the whole class, owning their learning and explaining their art. | | |
| Lesson Resources/References *(please be very specific by providing links, authors, titles, etc.)*:  TED ED Hero Video: https://www.youtube.com/watch?v=Hhk4N9A0oCA | | |

\* Include this information during the Popplet presentation.

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf