Live on the Scene: 6th Grade

Art of Collaboration Project

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Live on the Scene

**Introduction**: This lesson uses a literature circle type format for students to work in groups and analyze various works of art. After their evaluation, students will share their findings with their classmates in a newscast format.

**Grade Level**: 6th Grade

**Subject Areas:** Science, Language Arts, Social Studies, and Visual Arts.

**Learning Outcomes:** After this lesson students will be able to view a work of art and determine scientific phenomena and demonstrate an understanding of historical and cultural influences as evidenced by their role play of a news scene.

**Curriculum Alignment:**

6th Grade North Carolina Standard Course of Study:

**Science**: **2004**

Goal 1, Objective 5: Analyze evidence to: explain observations; make inferences and predictions; develop the relationship between evidence and explanation.

Goal 1, Objective 8: Use oral and written language to: communicate findings; defend conclusions of scientific investigations.

Goal 1, Objective 9: Use technologies and information systems to: research; gather and analyze data; visualize data; disseminate findings to others.

\*Can connect to other goals depending on works of art chosen for evaluation\*

**Language Arts: 2004**

Goal 1, Objective 2: Explore expressive materials that are read, heard, and/or viewed by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* analyzing the characteristics of expressive works.
* determining the effect of literary devices and/or strategies on the reader/viewer/listener.
* making connections between works, self and related topics.
* comparing and/or contrasting information.
* drawing inferences and/or conclusions.
* determining the main idea and/or significance of events.
* generating a learning log or journal.
* creating an artistic interpretation that connects self to the work.
* discussing print and non-print expressive works formally and informally.

Goal 1, Objective 3: Interact appropriately in group settings by:

* listening attentively.
* showing empathy.
* contributing relevant comments connecting personal experiences to content.
* monitoring own understanding of the discussion and seeking clarification as needed.

Goal 2, Objective1: Explore informational materials that are read, heard, and/or viewed by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* studying the characteristics of informational works.
* restating and summarizing information.
* determining the importance and accuracy of information.
* making connections between works, self and related topics/information.
* comparing and/or contrasting information.
* drawing inferences and/or conclusions.
* generating questions.

Goal 2, Objective 2: Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:

* exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).
* distinguishing between primary and secondary sources.
* Analyzing the effects of the presentation and/or the accuracy of information.

Goal 4, Objective 1: Determine the purpose of the author or creator by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
* identifying and exploring the underlying assumptions of the author/creator.
* analyzing the effects of author's craft on the reader/viewer/listener.

Goal 4, Objective 2: Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:

* using knowledge of language structure and literary or media techniques.
* drawing conclusions based on evidence, reasons, or relevant information.
* considering the implications, consequences, or impact of those conclusions.

Goal 4, Objective 3: Recognize and develop a stance of a critic by:

* considering alternative points of view or reasons.
* remaining fair-minded and open to other interpretations.
* Constructing a critical response review of a work/topic.

**Social Studies: 2006**

\*Can connect to goals depending on works of art chosen for evaluation\*

**Visual Arts:**

Goal 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.

5.02 Identify specific works of art as belonging to a particular culture, time and place.

5.06 Recognize and discuss the aesthetic diversity of various cultures.

Common Core Standards:

English/Language Arts: Writing Standards Grade 6

Goal 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Goal 8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

English/Language Arts: Speaking and Listening Standards Grade 6

Goal 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 6 topics,texts, and issues*, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple

perspectives through reflection and paraphrasing.

Goal 2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Goal 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Goal 5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

National Science Education Standards:

Standard A: Science as Inquiry

\*Other standards depending upon work of art chosen for evaluation.\*

**Classroom Time Required:**

At least four 90 minute class periods will be needed.

**Materials Needed:**

A digital or hard copy of any works of art

Copies of Role Assignments for each group

Copies of Individual and Group rubrics

Copies of Art Evaluation Sheet

Copies of Presentation Organization Sheet

**Technology Resources:**

Any means you have available to display the works of art. A smart board would be ideal but you can also use a computer with projector or even an overhead projector.

A video recorder is optional but it would be the best way for students to present their “newscasts.” A Flip digital video recorder would be ideal.

Access to computers for research on information regarding the work of art.

**Pre-Activities:**

**Teachers:**

Have copies of works of art and a way to display them.

Explain to students how this grouping process will work.

Groups will be made of 3 to 4 students

Each student will have a job within their group

Group members will work separately to research their part of the assignment

Group members will come back together and put their assignment together

Groups will present their “news report” to the class (either through use of video camera or live.)

**Students:**

Need to be familiar with basic research skills

Need to be able to use the computer for their research skills

Need to be able to understand how to evaluate works of art

**Activities:**

**Day 1:**

* Teacher should first divide students into groups of 4. Assignments can be modified if necessary and some students can work in groups of 3.
* Once students are divided into groups they are to be assigned a work of art.
* Students will be given the Art Evaluation Sheet to complete as a group.
* Students will use the answers to guide them as they do their individual jobs.
* Give students the Role Sheet and allow them to choose which group member will do each role.
* Distribute Group and Individual Rubrics so students will know what is expected of them.

**Day 2:**

* Briefly review assignment to refresh students on what they need to do.
* Give students a chance to share any questions or thoughts that they may have.
* Have each student take their role sheet to the computer lab to complete as they do their research.
  + Assist any students who need help or guidance with their role.
* If time allows then when all students finish take them back to the classroom and let the groups get back together.
* Groups should share what they have within their group.

**Day 3:**

* Distribute Presentation Organization Sheet.
* Groups should begin working on developing a script for their “newscast.”
* Tell students that their “newscast” should be between 5 and 10 minutes long.
* After students have put their information together then they need to begin:
  + Recording if you have access to video cameras. This should be edited to be with little or no mistakes.
  + If you do not have a camera then they need to begin rehearsing their “newscast.”
* If students finish early then they can go ahead and start with their presentations.

**Day 4:**

* Students should begin or continue presentations of their “newscast.”
* When finished allow time for a brief discussion and reflection on this lesson.

**Assessment:**

* Individual rubric to grade student on their own work.
* Group rubric to grade students on their work as a group.

**Modifications:**

* For groups of 3 then the role of the Anchor Person can be divided up amongst the other jobs.
* Working within a group setting then all students should be able to participate equally in this activity. You can provide extra support and help to those students who need it when doing research.
* You can pair students who struggle with other students who are stronger and patient so they will be able to help.
* You can pair an ELL student with another student who speaks the same language if you can. Those students can work together on an assignment.

**Author Info:**

My name is Kristen Hensley. I teach at Bunn Middle School in Franklin County. For the past 6 years I have taught 6th grade Science and Social Studies. I am a National Board Certified Teacher and a Kenan Fellow. I developed this project through my Kenan Fellowship project, The Art of Collaboration. I have designed lessons that help teachers integrate art into science lessons. Through this project I have found that integrating art into science is much easier than I first thought. The lessons are very engaging and the students love them.

Through the Kenan Fellowship program I work with a mentor from the North Carolina Museum of Art. My mentor is Jill Taylor. She works with the Art of Collaboration project at the museum. This program works with teachers from different school systems in the state and helps them to learn how to integrate art into their subject areas.