

Jigsawing vocabulary/active strategies to use for Arts Integration based on the work by Claudia Cornet's *Creating Meaning Through Literature and the Arts*, 2007.

Staff Development by Department/Content

Pat Klos

Bates Middle School

1. Create cards using the tables below. Laminate the cards and shuffle.
2. Divide teachers into small groups of 4-by grade level if possible.
3. Distribute one card to each teacher (random).
4. Provide a few minutes for each teacher to read and contemplates the activity on the card assigned.
5. In turn, each teacher “teaches”/discusses the strategy with the other members of the group.
6. The group brainstorms ideas/adaptations that are possible and determine where in the curriculum the strategy
7. Teachers record ideas on the *lesson seed template* provided.
 - Rotate cards to another group
 - Share out WOW ideas with whole group



Participant Lesson Seeds/Reflection

Name: _____ Subject _____ Date: _____

	I Saw, Heard, Learned	Lesson Plan Idea	Artwork/resources needed
1			
2			
3			



SCIENCE

<p>Sing a Word: Display a vocabulary word and/or an artwork that might illustrate the word. Brainstorm sounds that might be associated with the word. Come to an agreement of several sounds. Discuss the pitch, dynamics and how many times the sound will be repeated. Try making the sounds, sustaining them and repeating them followed by harmonizing or doing the sounds in round forms.</p>	<p>The Machine: 1) Students stand in a circle around the classroom 2) One student or the teacher starts in the middle of the room. They say the 'vocabulary word' OR 'definition' OR 'concept' asked to say in this exercise. Each word is repeated over and over again with an accompanying movement. 3) Once the first student repeats their word and action a few times another students joins in the middle of the room and adds onto the machine. You can have them add to or attach to the first persons movement like you are passing the energy down a conveyer belt. The next student chooses their own word and action. 4) The game continues with all students in the middle. TIPS: 1) Talk about what a machine does...what as assembly line is, what it does, and what it looks like 2) Try just movements first. 3) Add words after</p>
<p>Mixed Media Vocabulary: use mixed media, fibers, paint, wire fabric etc. to create an artwork that defines character, vocabulary, mood.</p>	<p>Sound-Motion Machine: Choose a vocabulary/concept to pantomime in motion. Each student chooses a repeatable movement related to the category. One person starts the pantomime and others join in until all are moving in a space. On signal, everyone adds a sound. Variation: all members of a machine must be touching to show they are a connected whole</p>
<p>Mix and Match: Students find a painting postcard that illustrates/represents a vocabulary word and justifies why they are making the connection. (Artful Thinking: Creative Comparisons)</p>	<p>Note Sketching: Students create images of vocabulary words and concepts in the style of a particular artist or art technique.</p>
<p>Step into the Painting: Students become mathematicians and tell or write observations based from a math point of view. Encourage thinking about how the painting might have been made and the content of the work. Before beginning, list specific math vocabulary/concepts students may use.</p>	<p>Tableau/Frozen Picture: Pairs or small groups are given a word or concept to depict and asked to freeze in appropriate positions. Audience may be asked to describe what they see, what it means and what makes them believe in the picture. They may also wish to ask questions of members of the tableau, especially ones about feelings or motives.</p>



<p>I Spy Science. Find a science connection in any piece of art (print, collage, sculpture) or picture book. List energy, nature, patterns (repetition), types of lines, laws of science, environment issues.</p>	<p>Music Response Journals: Students keep journals about thoughts and feelings and connections triggered by music. They can write by listening to a selection or after listening. Specific ideas: (1) write a song title (real or created). (2) sketch instruments heard (3) List adjectives to describe sounds or emotions. (4) write a story that suits the music. (5) Write a description or write about visual images stimulated by the music (called <i>chromesthesia</i>).</p>
<p>Character (Word) Sculptors: In pairs, one person becomes the clay. The others then “sculpt” the person into a character or concept with specific emotions.</p>	<p>Antonym Partners: Pairs become opposite emotions, heights, sizes, weights, and so on. Pairs present pantomimes and audience guesses antonyms.</p>
<p>Singing/playing Words: The teacher leads students in singing, chanting, cheering, clapping and snapping letters and syllables or playing instruments that sound like the word of words. Use forte, piano, crescendo and other terms to change the volume and speed of each word. Variation: Do body spelling to background music with a beat.</p>	<p>No Words (Dance Communication): Students use only gestures and motions to define a vocabulary word/concept. Students should be reminded not to show, but tell with movements. Challenge: Repeat without using hands. Afterward discuss the role of gestures in movement and in communication.</p>
<p>Word of the Day (WAD): Students or teacher choose an interesting word and display it. A 1-minute lesson on the word is then presented. The “word expert” can sing or say the word, use it in context, mime or show pictures, use objects, explain or show examples, or give non-examples. The class is asked to think of ways to use the word and is challenged to do so throughout the day . In “Beat the Teacher” the class tallies the times the WAD is used.</p>	<p>Song Writing: Choose a topic/word/concept. Brainstorm words and feeling related to it on a circle map. Students organize ideas from the map and work in small groups to create songs. They can create original songs by selecting form, rhythm, melody (or they may use known melodies), tempo and deciding on repetition and verses.</p>



<p>Art and Science: First, students examine how an animal, plant or natural object are shown in different ways by artists. Present three to five pieces of art that contain an image. Picture book art can be used.</p>	<p>Scientific Drawings: Examine the drawings of Beatrix Potter and Robert McCloskey, both of whom studied animals and plants carefully to render their images. Students can then choose to do a careful scientific drawing, focusing on important details. Use photos or actual items for close looking. See also Audubon paintings.</p>
<p>Nature sculptures: Create soft (cloud types) or hard sculptures from clay, found objects, fabric, air dry clay.</p>	<p>States of Water Dance: Students dance molecular movements in solid, liquid or gas. Lead student through small-group explorations to move as if melting, condensing, and evaporating. Explore changing from solid to liquid and then to gas. Use different parts of body, energy, space and time. Finally ask each group to create a freeze-move-freeze dance that shows the concepts about molecular movement.</p>
<p>(Weather) Dance: Students are frozen in a shape. Weather changes are announced by narrator and students respond by changing levels and shapes. Begin by restricting movements to non-locomotor and move to locomotor. Variation: convert to a relay dance in which a all start frozen</p>	<p>Art Alive: Make actions come to life from a painting by creating a freeze-move-freeze dance that explores science concepts such as gravity, balance, momentum, muscles and use of light and shade.</p>
<p>Life cycle: Students dance each phase of the life cycle of an animal or plant separately by using BEST elements. After each phase, have them put together a dance. Stress movements that can convey feelings. Sounds can be added.</p>	<p>Science Summary Songs: students summarize important science concepts by writing lyrics using familiar or original melodies. Ex: Four Oceans to tune of Bingo, Two Hundred Bones Rap</p>



MATH

<p>Sing a Word: Display a vocabulary word and/or an artwork that might illustrate the word. Brainstorm sounds that might be associated with the word. Come to an agreement of several sounds. Discuss the pitch, dynamics and how many times the sound will be repeated. Try making the sounds, sustaining them and repeating them followed by harmonizing or doing the sounds in round forms.</p>	<p>The Machine: 1) Students stand in a circle around the classroom 2) One student or the teacher starts in the middle of the room. They say the 'vocabulary word' OR 'definition' OR 'concept' asked to say in this exercise. Each word is repeated over and over again with an accompanying movement. 3) Once the first student repeats their word and action a few times another students joins in the middle of the room and adds onto the machine. You can have them add to or attach to the first persons movement like you are passing the energy down a conveyer belt. The next student chooses their own word and action. 4) The game continues with all students in the middle. TIPS: 1) Talk about what a machine does...what as assembly line is, what it does, and what it looks like 2) Try just movements first. 3) Add words after</p>
<p>Mixed Media Vocabulary: use mixed media, fibers, paint, wire fabric etc. to create an artwork that defines character, vocabulary, mood.</p>	<p>Sound-Motion Machine: Choose a vocabulary/concept to pantomime in motion. Each student chooses a repeatable movement related to the category. One person starts the pantomime and others join in until all are moving in a space. On signal, everyone adds a sound. Variation: all members of a machine must be touching to show they are a connected whole</p>
<p>Mix and Match: Students find a painting postcard that illustrates/represents a vocabulary word and justifies why they are making the connection. (Artful Thinking: Creative Comparisons)</p>	<p>Note Sketching: Students create images of vocabulary words and concepts in the style of a particular artist or art technique.</p>
<p>Step into the Painting: Students become mathematicians and tell or write observations based from a math point of view. Encourage thinking about how the painting might have been made and the content of the work. Before beginning, list specific math vocabulary/concepts students may use.</p>	<p>Tableau/Frozen Picture: Pairs or small groups are given a word or concept to depict and asked to freeze in appropriate positions. Audience may be asked to describe what they see, what it means and what makes them believe in the picture. They may also wish to ask questions of members of the tableau, especially ones about feelings or motives.</p>



<p>I Spy Math. Find the math in any piece of art (print, collage, sculpture) or picture book. List geometric shapes, patterns (repetition), types of lines, use of symmetry etc. Discuss any parts that give a feeling of infinity and how it is accomplished.</p>	<p>Movement Problems. Start a movement such as arm swinging. Ask problem solving questions such as “How can I make it 50 % smaller, 90% smaller? Show me.” Reverse movements, add other parts of body. Ask students to analyze with BEST. Ask “what did you see” of observers; “what did it feel like?” of participants.</p>
<p>Character (Word) Sculptors: In pairs, one person becomes the clay. The others then “sculpt” the person into a character with specific emotions</p>	<p>Antonym Partners: Pairs become opposite emotions, heights, sizes, weights, and so on. Pairs present pantomimes and audience guesses antonyms.</p>
<p>Singing/playing Words: The teacher leads students in singing, chanting, cheering, clapping and snapping letters and syllables or playing instruments that sound like the word. of words. Use forte, piano, crescendo and other terms to change the volume and speed of each word. Variation: Do body spelling to background music with a beat.</p>	<p>No Words (Dance Communication): Students use only gestures and motions to define a vocabulary word/concept. Students should be reminded not to show, but tell with movements. Challenge: Repeat without using hands. Afterward discuss the role of gestures in movement and in communication.</p>
<p>Word of the Day (WAD): Students or teacher choose an interesting word and display it. A 1-minute lesson on the word is then presented. The “word expert” can sing or say the word, use it in context, mime or show pictures, use objects, explain or show examples, or give non-examples. The class is asked to think of ways to use the word and is challenged to do so throughout the day . In “Beat the Teacher” the class tallies the times the WAD is used.</p>	<p>Song Writing: Choose a topic/word/concept. Brainstorm words and feeling related to it on a circle map. Students organize ideas from the map and work in small groups to create songs. They can create original songs by selecting form, rhythm, melody (or they may use known melodies), tempo and deciding on repetition and verses.</p>
<p>Math Poetry: Many types of poetry depend on math concepts for their construction (e.g. counting syllables, words and lines in haiku, diamante and limericks.) Show students different poem patterns to use to write math poems.</p>	<p>Story Problem: Students create art to go with story problems that they are given or they can write and illustrate original ones. Problems can be exchanged for solving. Suggestions: Teach basic drawing shapes.</p>



<p>Math One-Liners: Sit in circle. Pass around a geometric shape or a visual of a math concept (e.g. symbol for greater than). As each student receives the shape or symbol, the goal is to say one line in that role. Example: I am always right. Three is not a crowd for me. I always have an angle. Variation: add pantomime, when possible.</p>	<p>Math improvisation: Make a set of cards with math related situations. Give each group a card to plan a scene. Scenes should have a beginning, middle and end and a problem. An example card might have: 1) <i>Who?</i> 3 men <i>What?</i> A quart of milk. <i>Where?</i> A 10 story building on fire (the problem).</p>
<p>Angles and Degrees: Tape large rectangle on the floor so that every student can stand on the tape. Give a series of directions related to the rectangle: take three straight forward steps in. Now step back to the perimeter. Turn 45 degrees right. Stick out left arm. What's that angle? (acute) Face forward on the perimeter. Turn 90 degrees left. Stick out your left arm. What is the angle from the tape? (right) Corner people change positions. What does the line they are walking do to the rectangle? (makes two triangles. How could we show 180 degrees? 360 degrees.</p>	<p>Get the facts: Callout math problems to solve by jumping, hopping or moving along a number line. Give a different way to move each time (fast, slow, low, halting, flowing). Sounds, chants and instruments can be added.</p>



LANGUAGE ARTS

<p>Sing a Word: Display a vocabulary word and/or an artwork that might illustrate the word. Brainstorm sounds that might be associated with the word. Come to an agreement of several sounds. Discuss the pitch, dynamics and how many times the sound will be repeated. Try making the sounds, sustaining them and repeating them followed by harmonizing or doing the sounds in round forms.</p>	<p>Walk into a Painting: Students pretend to physically enter a landscape, seascape, or cityscape. Take them on a guided journey through the work. Afterward, students write or tell how they felt and what they saw (using all senses).</p>
<p>Mixed Media Vocabulary: use mixed media, fibers, paint, wire fabric etc. to create an artwork that defines character, vocabulary, mood.</p>	<p>The Machine: 1) Students stand in a circle around the classroom 2) One student or the teacher starts in the middle of the room. They say the 'vocabulary word' OR 'definition' OR 'concept' asked to say in this exercise. Each word is repeated over and over again with an accompanying movement. 3) Once the first student repeats their word and action a few times another students joins in the middle of the room and adds onto the machine. You can have them add to or attach to the first persons movement like you are passing the energy down a conveyer belt. The next student chooses their own word and action. 4) The game continues with all students in the middle. TIPS: 1) Talk about what a machine does...what as assembly line is, what it does, and what it looks like 2) Try just movements first. 3) Add words after</p>
<p>Mix and Match: Students find a painting postcard that illustrates/represents a vocabulary word and justifies why they are making the connection. (Artful Thinking: Creative Comparisons)</p>	<p>Sound-Motion Machine: Choose a vocabulary/concept to pantomime in motion. Each student chooses a repeatable movement related to the category. One person starts the pantomime and others join in until all are moving in a space. On signal, everyone adds a sound. Variation: all members of a machine must be touching to show they are a connected whole.</p>
<p>Note Sketching: Students create images of vocabulary words and concepts in the style of a particular artist or art technique.</p>	<p>Tableau/Frozen Picture: Pairs or small groups are given a word or concept to depict and asked to freeze in appropriate positions. Audience may be asked to describe what they see, what it means and what makes them believe in the picture. They may also wish to ask questions of members of the tableau, especially ones about feelings or motives.</p>



<p>Art Story: Choose any art print as a prompt for individual or group stories about a vocabulary word or concept. Use portraits for characters, landscapes for settings, an abstract or non-figurative work for problem/conflict ideas.</p>	<p>Say It Your Way: Students say a sentence/vocabulary word in a role or in a mood. Others try to guess their identity. Create role cards with character or person names. Students draw and rehearse reading the sentence/vocabulary word in many ways (e.g. angry, sad, confident). Coach to emphasize different words to change meanings: <i>Who</i> is my friend, <i>Who is</i> my friend, <i>Who is my friend?</i></p>
<p>Character Monologues: Sit in a circle. Students become a character or a person from recent study. Each makes an announcement, a wish or a complaint. Audience puts thumbs up if they know the character.</p>	<p>Antonym Partners: Pairs become opposite emotions, heights, sizes, weights, and so on. Pairs present pantomimes and audience guesses antonyms.</p>
<p>Character (Word) Sculptors: In pairs, one person becomes the clay. The others then “sculpt” the person into a character with specific emotions</p>	<p>No Words (Dance Communication): Students use only gestures and motions to define a vocabulary word/concept. Students should be reminded not to show, but tell with movements. Challenge: Repeat without using hands. Afterward discuss the role of gestures in movement and in communication.</p>
<p>Dancing Word Walls and Webs: Develop vocabulary through movement by asking students to look for action and movement in their reading. Put up a large sheet of a paper. Ask students to add to the Dance Word Wall web. At any pint these words can be used for movement (e.g., slither, sneak, ambulate, dodge). Variation: make a dance word collage.</p>	<p>Key Topic Dance. Brainstorm important words or topics in a poem or book Next, list web movements, shapes, energy, and so forth that could be used to convey the topic. Give small groups the choice of a topic or word to plan a dance or a series of movements to show it.</p>
<p>Singing/playing Words: The teacher leads students in singing, chanting, cheering, clapping and snapping letters and syllables or playing instruments that sound like the word. of words. Use forte, piano, crescendo and other terms to change the volume and speed of each word. Variation: Do body spelling to background music with a beat.</p>	<p>Song Writing: Choose a topic/word/concept. Brainstorm words and feeling related to it on a circle map. Students organize ideas from the map and work in small groups to create songs. They can create original songs by selecting form, rhythm, melody (or they may use known melodies), tempo and deciding on repetition and verses.</p>



SOCIAL STUDIES

<p>Sing a Word: Display a vocabulary word and/or an artwork that might illustrate the word. Brainstorm sounds that might be associated with the word. Come to an agreement of several sounds. Discuss the pitch, dynamics and how many times the sound will be repeated. Try making the sounds, sustaining them and repeating them followed by harmonizing or doing the sounds in round forms.</p>	<p>Famous People Sculptures: Students choose significant historical figure. Brainstorm with 5Ws and H questions. Students construct sculptures from paper mache or make puppets. Can be used for “expert presentations” or panels done in role.</p>
<p>Mixed Media Vocabulary: use mixed media, fibers, paint, wire fabric etc. to create an artwork that defines character, vocabulary, mood, concept.</p>	<p>The Machine: 1) Students stand in a circle around the classroom 2) One student or the teacher starts in the middle of the room. They say the 'vocabulary word' OR 'definition' OR 'concept' asked to say in this exercise. Each word is repeated over and over again with an accompanying movement. 3) Once the first student repeats their word and action a few times another students joins in the middle of the room and adds onto the machine. You can have them add to or attach to the first persons movement like you are passing the energy down a conveyer belt. The next student chooses their own word and action. 4) The game continues with all students in the middle. TIPS: 1) Talk about what a machine does...what as assembly line is, what it does, and what it looks like 2) Try just movements first. 3) Add words after</p>
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<p>Word of the Day (WAD): Students or teacher choose an interesting word and display it. A 1-minute lesson on the word is then presented. The “word expert” can sing or say the word, use it in context, mime or show pictures, use objects, explain or show examples, or give non-examples. The class is asked to think of ways to use the word and is challenged to do so throughout the day . In “Beat the Teacher” the class tallies the times the WAD is used.</p>	<p>No Words (Dance Communication): Students use only gestures and motions to define a vocabulary word/concept. Students should be reminded not to show, but tell with movements. Challenge: Repeat without using hands. Afterward discuss the role of gestures in movement and in communication.</p>
<p>Dancing Word Walls and Webs: Develop vocabulary through movement by asking students to look for action and movement in their reading. Put up a large sheet of a paper. Ask students to add to the Dance Word Wall web. At any pint these words can be used for movement (e.g., slither, sneak, ambulate, dodge). Variation: make a dance word collage.</p>	<p>Key Topic Dance. Brainstorm important words or topics in a poem or book Next, list web movements, shapes, energy, and so forth that could be used to convey the topic. Give small groups the choice of a topic or word to plan a dance or a series of movements to show it.</p>



<p>Singing/playing Words: The teacher leads students in singing, chanting, cheering, clapping and snapping letters and syllables or playing instruments that sound like the word of words. Use forte, piano, crescendo and other terms to change the volume and speed of each word. Variation: Do body spelling to background music with a beat.</p>	<p>Song Writing: Choose a topic/word/concept. Brainstorm words and feeling related to it on a circle map. Students organize ideas from the map and work in small groups to create songs. They can create original songs by selecting form, rhythm, melody (or they may use known melodies), tempo and deciding on repetition and verses.</p>
<p>Famous sculptures: Partners take turns sculpting each other using famous poses from historical paintings, images, sculptures. Variation: Half the class assumes a famous pose while other half pretends to be museum visitors who tour in pairs and use dialogue to show what they see, how they feel and who they are.</p>	<p>What's my Line? Based on 1950s television show, this drama focuses on finding out occupations/positions of the panelists. He audience can only ask yes or no questions. The teacher acts as moderator and allows the audience to take turns questioning. To deal with monopolizers, use the rule that when a panelists answers no, someone else takes a turn to question.</p>
<p>Historical Event: Brainstorm movements that would have been part of a special event such as the signing of the Declaration of Independence. Do in slow motion, changing rhythm and space. Create the mood of the moment with your body.</p>	<p>Movement Possibilities: Choose any topic and experiment with all movement associated with it: global understanding, population density, map skills, social interactions, physical environment. etc. Analyze in terms of BEST- link a sequence of movements to create a dance phrase.</p>
<p>Summary Songs: Song writing is a valuable way to synthesize information and is most effective if they write their own compositions, as opposed to memorizing songs of others. Songs can be written to a familiar tune or create a new tune.</p>	<p>Learning with music: Find songs and music that reflect the environment and the times, for example music or songs about specific historical events and values (Battle Hymn of the Republic). Examine a period song to discover its origins and how it expressed the attitudes, worries and values of the times. Ex: Dixie had to do with currency issued by a southern bank. Dix is the French word for 10.</p>
<p>Character (Word) Sculptors: In pairs, one person becomes the clay. The others then "sculpt" the person into a character with specific emotions, characteristics, point of view.</p>	<p>I Spy. Find the social studies in any piece of art (print, collage, sculpture) or picture book. List geometric shapes, patterns, types of lines, elements and design. Discuss any parts that give a feeling of infinity and how it is accomplished.</p>





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ENCORE

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<p>I Spy. Find a subject connection (math, science, grammar) in any piece of art (print, collage, sculpture) or picture book. List geometric shapes, patterns (repetition), types of lines, use of symmetry etc. Discuss any parts that give a feeling of infinity and how it is accomplished.</p>	<p>Music Response Journals: Students keep journals about thoughts and feelings and connections triggered by music. They can write by listening to a selection or after listening. Specific ideas: (1) write a song title (real or created). (2) sketch instruments heard (3) List adjectives to describe sounds or emotions. (4) write a story that suits the music. (5) Write a description or write about visual images stimulated by the music (called <i>chromesthesia</i>).</p>
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WORLD LANGUAGES

<p>Sing a Word: Display a vocabulary word and/or an artwork that might illustrate the word. Brainstorm sounds that might be associated with the word. Come to an agreement of several sounds. Discuss the pitch, dynamics and how many times the sound will be repeated. Try making the sounds, sustaining them and repeating them followed by harmonizing or doing the sounds in round forms.</p>	<p>Famous People Sculptures: Students choose significant historical, cultural figure. Brainstorm with 5Ws and H questions. Students construct sculptures from paper mache or make puppets. Can be used for “expert presentations” or panels done in role.</p>
<p>Mixed Media Vocabulary: use mixed media, fibers, paint, wire fabric etc. to create an artwork that defines character, vocabulary, mood, concept.</p>	<p>The Machine: 1) Students stand in a circle around the classroom 2) One student or the teacher starts in the middle of the room. They say the 'vocabulary word' OR 'definition' OR 'concept' asked to say in this exercise. Each word is repeated over and over again with an accompanying movement. 3) Once the first student repeats their word and action a few times another students joins in the middle of the room and adds onto the machine. You can have them add to or attach to the first persons movement like you are passing the energy down a conveyer belt. The next student chooses their own word and action. 4) The game continues with all students in the middle. TIPS: 1) Talk about what a machine does...what as assembly line is, what it does, and what it looks like 2) Try just movements first. 3) Add words after</p>
<p>Mix and Match: Students find a painting postcard that illustrates/represents a vocabulary word and justifies why they are making the connection. (Artful Thinking: Creative Comparisons)</p>	<p>Sound-Motion Machine: Choose a vocabulary/concept to pantomime in motion. Each student chooses a repeatable movement related to the category. One person starts the pantomime and others join in until all are moving in a space. On signal, everyone adds a sound. Variation: all members of a machine must be touching to show they are a connected whole.</p>
<p>Note Sketching: Students create images of vocabulary words and concepts in the style of a particular artist or art technique.</p>	<p>Tableau/Frozen Picture: Pairs or small groups are given a word or concept to depict and asked to freeze in appropriate positions. Audience may be asked to describe what they see, what it means and what makes them believe in the picture. They may also wish to ask questions of members of the tableau, especially ones about feelings or motives.</p>



<p>Art Story: Choose any art print as a prompt for individual or group stories about a vocabulary word or concept. Use portraits for characters, landscapes for settings, an abstract or non-figurative work for problem/conflict ideas.</p>	<p>Say It Your Way: Students say a sentence/vocabulary word in a role or in a mood. Others try to guess their identity. Create role cards with character or person names. Students draw and rehearse reading the sentence/vocabulary word in many ways (e.g. angry, sad, confident). Coach to emphasize different words to change meanings: <i>Who</i> is my friend, <i>Who is</i> my friend, <i>Who is my friend?</i></p>
<p>Character Monologues: Sit in a circle. Students become a character or a person from recent study. Each makes an announcement, a wish or a complaint. Audience puts thumbs up if they know the character.</p>	<p>Antonym Partners: Pairs become opposite emotions, heights, sizes, weights, concepts and so on. Pairs present pantomimes and audience guesses antonyms.</p>
<p>Word of the Day (WAD): Students or teacher choose an interesting word and display it. A 1-minute lesson on the word is then presented. The “word expert” can sing or say the word, use it in context, mime or show pictures, use objects, explain or show examples, or give non-examples. The class is asked to think of ways to use the word and is challenged to do so throughout the day . In “Beat the Teacher” the class tallies the times the WAD is used.</p>	<p>No Words (Dance Communication): Students use only gestures and motions to define a vocabulary word/concept. Students should be reminded not to show, but tell with movements. Challenge: Repeat without using hands. Afterward discuss the role of gestures in movement and in communication.</p>
<p>Dancing Word Walls and Webs: Develop vocabulary through movement by asking students to look for action and movement in their reading. Put up a large sheet of a paper. Ask students to add to the Dance Word Wall web. At any pint these words can be used for movement (e.g., slither, sneak, ambulate, dodge). Variation: make a dance word collage.</p>	<p>Key Topic Dance. Brainstorm important words or topics in a poem or book Next, list web movements, shapes, energy, and so forth that could be used to convey the topic. Give small groups the choice of a topic or word to plan a dance or a series of movements to show it.</p>



<p>Singing/playing Words: The teacher leads students in singing, chanting, cheering, clapping and snapping letters and syllables or playing instruments that sound like the word of words. Use forte, piano, crescendo and other terms to change the volume and speed of each word. Variation: Do body spelling to background music with a beat.</p>	<p>Song Writing: Choose a topic/word/concept. Brainstorm words and feeling related to it on a circle map. Students organize ideas from the map and work in small groups to create songs. They can create original songs by selecting form, rhythm, melody (or they may use known melodies), tempo and deciding on repetition and verses.</p>
<p>Famous sculptures: Partners take turns sculpting each other using famous poses from historical paintings, images, sculptures. Variation: Half the class assumes a famous pose while other half pretends to be museum visitors who tour in pairs and use dialogue to show what they see, how they feel and who they are.</p>	<p>What's my Line? Based on 1950s television show, this drama focuses on finding out occupations/positions of the panelists. He audience can only ask yes or no questions. The teacher acts as moderator and allows the audience to take turns questioning. To deal with monopolizers, use the rule that when a panelists answers no, someone else takes a turn to question.</p>
<p>Historical Event: Brainstorm movements that would have been part of a special event such as the signing of the Declaration of Independence. Do in slow motion, changing rhythm and space. Create the mood of the moment with your body.</p>	<p>Movement Possibilities: Choose any topic and experiment with all movement associated with it: global understanding, population density, map skills, social interactions, physical environment. etc. Analyze in terms of BEST- link a sequence of movements to create a dance phrase.</p>
<p>Summary Songs: Song writing is a valuable way to synthesize information and is most effective if they write their own compositions, as opposed to memorizing songs of others. Songs can be written to a familiar tune or create a new tune.</p>	<p>Learning with music: Find songs and music that reflect the environment and the times, for example music or songs about specific historical events and values (Battle Hymn of the Republic). Examine a period song to discover its origins and how it expressed the attitudes, worries and values of the times. Ex: Dixie had to do with currency issued by a southern bank. <i>Dix</i> is the French word for 10.</p>
<p>Character (Word) Sculptors: In pairs, one person becomes the clay. The others then "sculpt" the person into a character with specific emotions, characteristics, point of view.</p>	<p>I Spy. Find a metaphor, topic connection in any piece of art (print, collage, sculpture) or picture book. List geometric shapes, patterns, types of lines, elements and design. Discuss any parts that give a feeling of infinity and how it is accomplished.</p>





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