

“Inspiring Masterpieces”

An Instructional Unit

By

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Submitted as a requirement for LIS 725

Unit title: “Inspiring Masterpieces”

Grade: 5th grade

Essential Questions

- How do art, music, and architecture impact us personally?
- How has/does art, music, and architecture shape culture?
- How has/does art, music, and architecture reflect the society in which it was created?

State Learner Goals

A. Art:

- i. 27.B.3: Know and describe how artists and their works shape culture and increase understanding of societies, past and present
- ii. 26.B.3d: Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g. film, animation, video) that are realistic, abstract, functional and decorative

B. Reading: 1.C.3a: Use information to form, explain and support questions and predictions.

C. Music:

- i. 27.B.3: Know and describe how artists and their works shape culture and increase understanding of societies, past and present
- ii. 26.A.3d: Music: Describe the processes involved in composing, conducting, and performing.

Information Literacy Skills

A. 21st-Century Learner Standards:

- i. 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- ii. 2.2.4: Demonstrate personal productivity by completing products to express learning.

Overview of the Unit:

Leaders in music, art, and architecture impact our daily lives, shape culture, and can provide insight into past and present societies. In order to better understand important figures in music, art, and architecture, fifth grade students will read biographies as well as access other visual, digital, and audio files in order to better understand major leaders in these fields. Moreover, students will be able to demonstrate their reading, musical, and/or artistic skills through a cumulative product in which they present their research subject in a fine arts fair in the library media center.

Authentic Learning Activities:

Since the reading department spends one month learning how to read biographies, the language arts teachers will be essential partners in this interdisciplinary unit. The students' last major piece of reading in this course's unit would be a biography or autobiography on a musical composer, artist, or architect. The reading teachers, thus, will be able to assist students in decoding and analyzing more complicated texts while the art and music teachers focus their teaching on the skills and types of compositions and architecture.

One of the first aspects the library media specialist will assist students in will be selecting one print biographical source that matches his/her reading level and interest. This selection process will occur after the library media specialist presents an interactive forum in the library that showcases famous artists, composers, photographers, and architects and their works. The forum will consist of a iMovie slideshow of great art works and their artists; sound recordings, portraits, and informational readings about composers; and a gallery of note-worthy architecture and photographs. Students will be allowed to select a famous artist, composer, photographer, or architect of their choice; therefore, students who have more interest in music could adapt the unit to their personality and/or needs.

While students read their (auto)biographies, the librarian will help students find and understand information about the impact art, music, and literature has had on past and present societies. Activities will include listening to classical music and matching pieces to important life events (weddings, funerals, etc.) and movie genres/scenes; comparing the importance of famous art works and architecture to lesser known works, discussing the works' meanings and influence on other works; and reading more about the art and music movements/periods in order to understand the techniques and philosophies behind the works. These lessons will take place

over a two-week span through a variety of activities like centers, tiered-learning activities, and guided group work. The variety of activities will lend themselves to a diverse student population wherein lessons and information will be scaffolded for struggling students but will allow gifted students room for more investigation.

When the students are nearing the end of their biographies, the librarian will help students access additional reference, digital, and nonfiction materials to supplement the biographical material and to help students with their final projects. Moreover, the librarian will help students demonstrate their reading, musical, and/or artistic skills through a cumulative product in which they use their unique talents (see “assessment” for more information) to present their research subject in a fine arts fair in the library media center.

Assessment

Throughout the unit, students will take notes on their selected artist, composer, photographer, or architect. Their notes and citations from the print, reference, and digital sources will be one method of assessing their reading.

Moreover, students will be assessed on their class participation and completion of the library activities. For example, the centers, tiered-learning activities, and guided group work will all have specific requirements that students will need to meet in order to demonstrate the learning objectives. The tiered-learning activities and guided group work will be assessed on accuracy of the answers, while the centers and large group discussions will be assessed more on participation.

Students will show their mastery of the learning standards and objectives in their final products, which must demonstrate knowledge of biographical research and influence, personal creative technique(s), and an understanding about how art/music/architecture shapes society past

or present. The final products accommodate different academic abilities because students can choose from a variety of options in demonstrating their knowledge—from writing a report and orally presenting it, to creating a PhotoStory or PowerPoint presentation, to composing/painting/sculpting an original work of art and comparing/contrasting it to their artist/composer, or even to dress up like their biographical research, showcasing the artists' works in a modern setting and discussing the future implications of the works. Students will have more options than those listed; the options assist to meet the needs of all students—gifted or challenged; creative or scripted; shy or gregarious—because students can select to showcase their talents using their personal learning styles. Despite the variety of assessment pieces, however, students will all be held accountable for meeting the learning standards and requirements of the unit.

Lesson Planning

Unit Title: “Inspiring Masterpieces”

Lesson Title: “Organizing the Masterpieces”

Curricular Objective(s):

- Students should be able to organize information from a variety of sources in a focused yet creative manner that is easily understandable to all.
- Students should demonstrate the importance of each item (“masterpiece”) on the timeline in relation to society and the creator.

Information Literacy Objective(s):

- 1.1.8: Students should be able to demonstrate mastery of technological tools for accessing information and pursuing inquiry by using information from print and digital resources to create a timeline of the major works of their artist, composer, or architect.
- 3.1.4: Students should be able to use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Materials Needed:

- Pencil/pen and paper (double-entry notes form for some students)
- Computer with access to Internet, database, PowerPoint, and/or iTunes or RealTimePlayer
- Pathfinder: Students will need to use the resources listed on the pathfinder to locate pictures of the art/architecture, sound clips of the musical compositions, and any additional information that is needed to complete this task.
- Art or construction paper
- Markers, crayons, colored pencils
- Scissors and tape/glue

Authentic Activities:

Day One:

1. Prior the lesson, the librarian has arranged a seating chart for the computer lab so that students who researched an artist/architect are seated near each other and students who

researched composers are near each other. Moreover, the seating chart is also designed, so students with more technological skills and/or academic talents are seated next to students who struggle with technology and/or academics.

2. At the beginning of the period, the librarian will inform students of the day's agenda and goals: to create a timeline of 5-6 major works of their biographical subject—with pictures or sound—that also explains the cultural impact of these pieces as well as the societal reflections.
3. Next, the librarian will guide students to access the digital resources listed on the pathfinder in order to locate visual and sound clips. As students access these sites, the librarian and classroom teacher will troubleshoot any problems and assist students who are struggling in locating the needed information.
4. As students find their information, they will copy and paste the visual clips onto a Word document and the sound clips onto a PowerPoint or iMovie presentation.
 - a. Once they have located all of their materials and information, students with the Word document may print their pictures, or they may arrange their timeline electronically using Word, iMovie, or PowerPoint.
 - b. Students researching composers can start to compile their information, using the downloaded sound clips on PowerPoint/iMovie.
5. Before the period ends, the librarian will remind students that the timeline will be due by the end of the next library session.

Day Two:

1. At the beginning of the period, the librarian will repeat the day's agenda and goal: to finish the timeline. In addition to restating the goal, she will reiterate the requirements of

the timeline: 5-6 masterpieces with explanations of their cultural impact and societal reflection in complete sentences; a title and name located on the timeline; aesthetics and creativity.

2. Students will have the rest of the class period to finish their timelines.
 - a. The librarian and classroom teacher will continue to assist students.
 - b. Students who finish early can help their peers, continue to work on their research and final project, or expand their timeline.

Day Three:

1. The librarian will begin class by stating the day's goal and agenda: to share knowledge and participate ethically and productively as members of a shared learning community. She will further explain that students will be sharing their timelines with small groups in order to connect learnings and share different perspectives.
2. Then the librarian will tell students which groups they are in (mixed heterogeneously based on the clock strategy—1 o'clock partners, etc.) first, and students will move to a pod of computers/tables to share their information with each other.
 - a. After each student presents, his/her peers will assess his/her presentation and timeline with a 10 point rubric.
3. After students have switched groups three times, the librarian will ask students to reflect on their learning and experience through journaling:
 - a. From which timeline did you learn the most today? Why?
 - b. What artist/composer/architect interested you the most?
 - c. Did you find any similarities or differences between your biographical subject and another's?

- d. What would you consider one of your strengths on this assignment? What would you consider an area for improvement?
 - e. How could I (the librarian) have better helped you? Any suggestions/comments about this assignment? (This response will not impact your grade.)
4. Conclude lesson by asking students to turn in their timelines either electronically or in by hand.

Student Product(s):

- Timeline with pictures, clipart, or drawings and captions that explain the cultural impact and societal reflections
- Oral presentation of the timeline
- Written journal reflections (“exit tickets”)

Assessment:

- (1) What criteria will be used to evaluate how successful students were in reaching your learner objectives?

The students’ timelines will be graded upon the following criteria: incorporating 5-6 masterpieces with explanations of their cultural impact and societal reflection in complete sentences; a title and name located on the timeline; aesthetics and creativity. The explanations/captions will be assessed on accuracy and analysis..

The students’ oral presentation and participation will be assessed on talking clearly, using the timeline as an effective visual aid, answering peers’ questions, and listening to and responding to other group members’ presentations.

- (2) Describe how you will evaluate the success of this lesson? What worked well? How can this lesson be improved? Self-reflection

I will evaluate the success of this lesson based on the students’ final products, their reflective journals, and the students’ participation and ease/difficulty with the task. If

many students have a difficult time using technology, I will have to spend more instructional time teaching students how to download visual and sound clips. However, if most students are comfortable with technology, I can spend more time helping students analyze the significance of masterpieces, which is a higher order thinking skill that most students struggle with in fifth grade. Of course, the final products will truly show which skills need reinforced.

I will use the students' journals to reevaluate and restructure the lesson/project for students' needs. Hopefully, their comments will provide me with more ideas for differentiation and support.