

# Arts Integration Planning Template

## Essential Questions



Generate Topics & Big Ideas

Students will be creating and interpreting movement (dances) mimicking how animals use their bodies or environment to protect themselves.

## Arts Content



VAPA Standards  
Process/Skills to Scaffold



1.Cr.1.1a Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.

1.Cr.1.2 Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

## Other Content



Common Core Standards  
Process/Skills to Scaffold



NGSS LS1.A

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.

## Text



stories, websites, artwork, articles, music



Houghton Mifflin California Science Text, Animal Needs Readers Theater, Scholastic Jump, Wiggle, Twirl, and Giggle.

## Project Design



Reader's Theater script, illustrated book, musical soundtrack, mural, dance, choreography, portrait, storyboard, infographic, multimedia presentation, etc.

We began our unit reading books and seeing video clips via United Streaming about animals and how they protect themselves when sensing the danger of predators. Next, we did a Reader's Theater called "Animal Needs" from our 1st grade Science text.

I introduced movement, home spots, 8 counts, and encouraged creativity with movements. Then we demonstrated curricular concepts through dance (growth cycles, states of matter, and animal movements as a whole group. The kids were then assigned a certain animal via a handout asking them to create a small group dance showing how \_\_\_\_\_ protected itself using its body parts. Finally, we demonstrated our new learning and deepened our understanding by sharing our dances with the group.

## Creative Process



Imagine, Examine, Experiment, Develop Craft, Create

Students were allowed free time to brainstorm and create movement

Reflect/Assess/Revise

Share

In future lessons, students of this age group will need more scaffolding in the area of creating the dance movements.

## Assessment



Authentic, Performance-Based, Summative

In groups of 3, students are given an animal and asked to create a situation of danger and show how that animal protects itself. Each group will perform

## Reflection

Email:

Name: Angelina Berger

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Creativity at the Core  
Third Grade Dance and Science Integration

Big Question: What are the special properties of magnets?

Learning Objective

Students will be able to create short movements to explain the forces of magnets and what makes them push each other away or pull toward each other.

Visual and Performing Arts Standards

3.Cr1.2a Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.

3.Cr1.2b Explore a given movement problem. Select and demonstrate a solution using the elements of dance.

Next Generation Science Standards

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Materials

Music is optional, magnets in all shapes and sizes, magazine, document camera and projector, computer, paper, pencil, markers

Day 1 Engage

Students will predict the motion of magnets, based on knowledge that they repel and attract.

- Before class, put a magnetic marble in your pocket. Put a second magnetic marble and a magazine on your desk.
- Show a magnet magic trick! Hold up the magnetic marble (not the one from your pocket), and say that you can move it however you want, even through a book.
- Carefully place marble from pocket into hand, without allowing students to see it. Set the magazine over your hand that contains the marble, balancing it over your palm.
- Next, carefully place the other magnetic marble directly over the first. Hold the book steady with free hand, & slowly move hand that contains the magnetic marble underneath the magazine, so that the magnet on top rolls along with it.
- After the students see the magic trick, show the magnet you had and tell them that they will get a chance to experiment with the magnetic marbles for themselves.

Day 2 Explore

Students will determine which objects are magnetic and which are not.

Students will observe that magnets have two sides-north and south.

- Give magnetic marbles to students, so they can experience the forces of magnetism on their own.
- Walk around the classroom, giving suggestions on experiments to try, or pointing out how the magnets are attracted to each other.
- After a few minutes of exploration, have students get into small groups of three or four. Have students show each other the tricks they found to do with their magnets.
- Encourage them to talk about why they think that happened.

- What factors affect the attraction between two magnets?
- What factors affect the repulsion between two magnets?
- Come back as a class and have students share what they learned about magnets.
- Have students write their observations down.
- Have a member from each group report out to the class describing magnetism.
- Students will write a conclusion about the cause and effect relationships they have observed.

### Day 3 Explain

Students will be able to understand the concept of magnetic attraction.

Students will be able to understand the concept that when magnets do not want to touch they are being repelled.

- Using the document camera, demonstrate that when magnets do not want to touch they are being repelled.
- Be sure to talk about the two sides (or poles) a magnet has-a north pole and a south pole, which are on opposite ends, just like the North and South poles on the globe.
- Have students produce a pictorial model of a few of the arrangements they used during exploration along with a short narrative about what they felt happened between the two magnets.

### Day 4 Elaborate

Students will be able to make predictions about magnets based on what they learned in the previous activities.

- Provide student with a varied set of different objects and have them make predictions about what they think will happen.
- Have each student write down his or her prediction (or hypothesis) at the top of a piece of notebook paper.
- Below that have them draw what actually happened and their explanation of why their prediction was correct or incorrect.
- Students will watch demonstrations by the teacher in which various attractive and repulsive forces are explored.
- Use a document camera to display the magnetic patterns present during attraction and repulsion.
- Students will record their experimental observations, results and analysis.

### Day 5 Create

Students will create short movements and to show how magnets attract and repel.

- What are the special properties of magnets?
- How would you move if you were a magnet?
- What happens when you work in pairs and one of you is North, the other South?
- What happens when you are both North?
- Have students watch video <http://www.youtube.com/watch?v=v2dejMC4fpQ>

### Day 6 Evaluate

Students will be assessed on their understanding of magnetic forces and come to conclusions based on cause and effect relationships and their performance.

Engage: See magic trick.

Explore: Play with magnets and write what was learned.

Explain: Draw a picture and write.

Elaborate: Make predictions.

Create: Create movement and perform.

Evaluate: Assess conclusion and performance.

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Molecules to Organisms: Structures and Processes

The student will identify the five major body systems and demonstrate knowledge of their basic functions through movement, choreographing a dance in a group.

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VAPA Standards  
Process/Skills to Scaffold



1.Cr.1.1a Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.

5.Cr.1.1a Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

## Other Content



Common Core Standards  
Process/Skills to Scaffold



LS1.A Structure and Function

Animals have internal and external structure to support growth, behavior and reproduction.

LS.5.c Students know how bones and muscles work together to provide a structural framework for movement.

5.RF.4.a. Read on-level text with purpose and understanding.

## Text



stories, websites, artwork, articles, music



United Streaming Short Videos on the five major body systems.

Music used from DVD:

Adopted California Science text for 5th grade

Variety of nonfiction children's science books on the body systems.

Email:

## Project Design



Reader's Theater script, illustrated book, musical soundtrack, mural, dance, choreography, portrait, storyboard, infographic, multimedia presentation, etc.

The students will watch short videos of each of the five major body systems. While doing this they will take notes and illustrate what they are learning in their science journals. Further research will entail locating information in the science texts.

Next they will explore being able to show the function of each system with a hand motion. Then they will explore how to show this with their bodies, in pairs using the mirroring technique.

Finally, they will choose a body system, form groups, and decide how to show the function within their group, with each member of the group participating. They need to have a beginning, middle, and end.

After practicing in their group, each group performs for the class. For the final part of the dance, each group will come together in a way to illustrate how these systems work together to form our body. For example, the nervous system could be the group performing as a brain, with the group with heart and lungs below, and skeletal/muscular system on the outer edges, with the circulatory system, circulating.

Name:

## Creative Process



Imagine, Examine, Experiment, Develop Craft, Create

First practice independently with hand motions, then partner using

Reflect/Assess/Revise

Share

After the first presentation, give an opportunity to revise. Take photos and videos and assess and revise after viewing.

## Assessment



Authentic, Performance-Based, Summative

Does it have a beginning, middle and end? Did all participate?  
Are they able to explain their performance and what it meant?



## Reflection

Summative Reflection with Students & Teacher

Student comments:

Teacher comments:

## The Respiratory System Dance

**Objective:** Students will be able to summarize the human body systems and perform these systems through dance/movement. (Unit done in sections):

1. Respiratory System
2. Circulatory System
3. Digestive System
4. Excretory System
5. Muscular/Skeletal System

**Materials Used:** Houghton Mifflin California Science 5th grade text book

### Dance Standards

- 5.Cr.1.1a Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
- 5.Cr.1.1b Construct and solve multiple movement problems to develop choreographic content.
- 5.Cr.2.1 Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.

### Science Standards

4-LS1.A Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

**Intro:** The teacher will begin the lesson by showing her dance of the respiratory system. The teacher will then ask the students what they think she was doing. The teacher will then have students find their kine-sphere (their spot). Have students move their bodies while they breathe in and breathe out. Explain to students that they will be learning the about the organs and their jobs in the respiratory system. Explain how animals (fish, birds, and caterpillar) breathe and have them move like those animals would.

Explain to the students that they will be learning about the respiratory system. They will learn the organs in the system and what they do and will then be showing how they work through movement.

**Teaching and Guided Practice:** The teacher will teach the students about the respiratory system, making sure to use the vocabulary: nasal passages (mouth and nose), trachea, bronchial tubes, lungs, alveoli, and diaphragm. As the students learn the organs (and how they work), they will dance/gesture to remember the location of the organ and be able to summarize the organs job.

**Closure:** Have students find their kine-spheres and show dance/gestures when the teacher states an organ. They will then Think/Pair/Share with their partners about what that specific organ does. The students will then be told to create their own "respiratory system" dance which they will perform for each other (half the class dances, the other half watches and vice-versa).

**Independent Practice:** The teacher will place the students into groups of 5 and they will then re-create the respiratory system (human, caterpillar, fish, bird, etc) through movement/dance. The teacher will remind students that there is to be no oral sound (speaking). The students that are not performing will be the audience, will comment on what they think they saw, and the performers will then explain what they did.