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Running Head: INCORPORATING ART INTO EDUCATION

Incorporating Art into Education: The Importance of Teaching

Creatively in a Standards Based Classroom

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Abstract

Art education is an important aspect of overall learning and schools are failing to provide adequate art education programs for students. Eighty-nine percent of Americans believe that art education is important enough to be taught in schools, and still, art education is being allowed to slip out the backdoor without anyone asking why (National Arts Education, 2007). If teachers could incorporate art into the current curriculum, students would benefit and art could be used as a valuable teaching tool. An art resource packet was created for teachers in response to the interviews conducted. The resource packet contains information on how to incorporate art into the classroom with basic resources and art lessons that could easily be adapted for other subject areas.

Setting the Stage

Imagine education without the incorporation of art into the curriculum. Worst case scenario, you step into a first grade classroom from the bright morning sun and crisp, winter air outside. You picture an inviting, warm and colorful room. You expect to see smiling faces and hear silent whispers as you enter. Instead, the room is dark and drab; the cool winter air is lingering in, students sit lifeless at their desks, a glazed look in their eyes with no motivation to learn. Their only tools for learning are the loud, monotone voice of the teacher and outdated texts that they do not yet know how to read. Teachers teach lessons from scripted material with no emotion or enthusiasm for learning. The question now is, are these students really retaining knowledge that is going to stay with them through their priceless future? This is a question that needs to be addressed when thinking about the diminishing art programs in local schools today. Without art in the classroom, children have little motivation for learning. They are not being given an opportunity to express their ideas; the opportunity to learn visually in order to better understand and absorb the material that is being taught in the classroom is decreased.

Springfield Elementary¹ is a successful charter school in the San Jose area that educates approximately 495 students from kindergarten to fifth grade. Less than 20% of the student body is classified as English Language Learners (CA Dept of Education, 2006). Outside the regular curriculum, all of the students that attend this school are only exposed to art six times, outside the curriculum, every school year through a parent volunteer program called Art Central¹ (Personal Communication, 2007). Art Central is a

¹ All proper names are pseudonyms.

program that visits every classroom at a scheduled time during the school day six times throughout the year. The students learn about art history, and see the work of famous artists. They then have an opportunity to complete art projects based on what they have learned for that day. Each art lesson is specific to each grade level.

What is the problem and why is it an issue?

Whatever creativity is, it is in part a solution to a problem. -Brian Aldiss.

Art in education does many things for children including enhancing their overall success and building their self-esteem and confidence (Education Commission of the States, 2007). Furthermore, art is used to help children better understand themselves and the world around them. Through art, children learn to be more open to new and different perspectives; they discover individuality and self confidence. Other benefits of including art in education are a noticeable increase in student motivation, students who are highly engaged in classroom activities and students who receive art in education are also able to develop higher order thinking skills, creativity and problem solving ability (Scarr, 1993). A report in Soundpost (1990) states, “the arts actually tend to improve students’ verbal and numerical skills...this is a bonus for those who already value arts for more aesthetic reasons” (pg. 1). Students who are not currently receiving art in their education are not getting any of these benefits.

Even though 89 percent of Americans believe that art education is important enough to be taught in schools, but art education is being allowed to slip out the backdoor of most of our local schools without anyone asking why (National Arts

Education, 2007). For example, mostly due to a lack of funding, art is being removed from students' education in the San Jose Superstar School District. There are, however, two ways that Springfield Elementary students can receive art instruction: through curriculum based art and through general art in the classroom.

Curriculum based art is art that helps the student to better understand and learn the topic being discussed. As an example, students who are doing an anatomy science lesson could create a "body" by coloring, cutting, labeling and gluing body parts in the correct areas. This creates a great learning tool and visual aid for students to refer to and it helps them to remember parts of the body and where each one is located. The students are engaged in not only a science lesson but also an art opportunity. In contrast, art that students create for fun without a focus on a specific curriculum based subject or topic is general art (personal communication, 2007). Holiday or special event projects would be an example of this form of art education. Both of these art opportunities allow students a chance to be creative, learn and express themselves in different ways; students are not receiving enough art through either of these methods.

All students are negatively impacted by the lack of art in education and will be positively impacted by increased art in the curriculum. Schools and teachers have the power to change this situation for the benefit of their students. In order to do this, teachers need to have a way to incorporate art instruction into curriculum standards so that art is being used in everyday lessons. It is not a matter of changing the existing curriculum but simply adding to the existing curriculum to incorporate art.

Literature Review

A review by the California Board of Education (2007), determined in 2001 that schools should teach a full array of the arts which include music, visual art, dance and drama. Jill Fox (2001), a professor in Early Childhood Education, states, “these standards were developed to define what all children should know and be able to do in the arts” (p. 5). However, researchers found that California’s schools are failing to incorporate art during the school day. In fact, eighty-nine percent of the state’s 8,000 public schools do not offer these four visual and performing art classes that are mandated by the state’s standards (SFGate.com, 2007). One of the reasons that art education is being excluded is because of the increased pressure for high test scores; schools are being forced to focus on literary and core content areas rather than other standards like the arts (Ebner, 2006).

Importance of art in education. There are numerous benefits for children who are exposed to art education. Successful art programs should engage children in their own life experiences, and not only be a craft or other look-alike project (Fox, 2000). The Director of Education Programs at UC Irvine, Appel (2006) states, “engagement in the arts ignites creativity and provides students with opportunities to critically interpret the world around them” and “the arts help better prepare students for college and the workplace” (p. 14). Art attributes to the production and development of intelligence in children; Fox (2001) quotes from Howard Gardner:

It is the responsibility of schools...to provide opportunities for exploration and development in each of the eight intelligences. Art can be a part of each of the eight intelligences, as individuals engage in an artistic use of

language, bodily movement or musical interpretation. Particularly at younger ages, below 10, production activities ought to be central in any art form. Children learn best when they are actively involved in their subject matter; they want to have the opportunity to work directly with materials and media; and in the arts, these strengths and inclinations almost always translate into the making of something. (p. 5)

The importance of art in education also links to self-esteem, expression and proper development. These are all important aspects of learning, “There is a strong connection between art and ideas” (Ebner, 2006, p. 26). Art is a form of expression for children; as children develop and improve in art perceptions and techniques it leads to an increased sense of self-esteem and motivation (Ebner, 2006). Fox (2001) responds about art in education and its relation to expression by saying

[Art] provides opportunities for expression of thoughts and feelings. Students need to be able to express concepts that they might not otherwise be able to in written or verbal expression. [Art] enhances children’s perceptions of themselves by providing opportunities for expression of thoughts and feelings. (p. 3)

Not only does art have an impact on self-esteem and expression but art also has an impact on children’s psychomotor development. Children who draw and paint better develop strength and coordination in their hand and arm movements to build muscle

and large motor skill development. Furthermore, cutting with scissors and molding clay helps to develop the smaller hand muscles and coordination (Fox, 2001). Art triggers hand – eye coordination as children place objects in specific places, coordinate movements and make things fit together (Fox, 2001).

Along with increasing self-esteem, expression and development, art contributes to students' engagement in learning. The Education Commission of the States (2007) reports that art provides new challenges for already successful students and it improves the performance level of students who are struggling in school. Appel (2006) states, "engagement in the arts also helps to develop academic language proficiency among English learners" (p.15). Through art, teachers are able to target multiple learning styles and successfully teach different levels of intelligence across curriculums (Appel, 2006). Accessing a variety of learning styles helps in the learning process, "[Art] improves cognitive skills involved in reading, language development and mathematics; and develops problem solving skills and critical and thinking skills – all of which serve students in school and in the workplace" (p.1).

Incorporating Art. Incorporation of art into the curriculum meets students needs; "The integration of art supports children's learning in all areas" (Fox, 2001, p. 5). Successful art integration plans are cross-curricular and include project based learning. Project based learning permits students to actively explore concepts with hands on activities compared to only learning from lecture and text. Project based learning benefits students because it allows for self direction, deeper meaning of knowledge and builds research and problem solving skills (Edutopia, 2007). For this to happen, schools and districts need to collaboratively work to build a long-term arts education plan that is

cross-curricular, aligns with standards and frameworks already in place and identifies connections across subjects (Appel, 2006).

Methodology

Context. Springfield Elementary School is a California Distinguished Charter School in the San Jose Superstar School District. Springfield Elementary is conversion type charter school and serves students from kindergarten through fifth grade; most of the students all live in the small neighboring areas. The total number of students enrolled for the 2007-2008 school year is 495. The population of students includes 49.9 percent white, 28.9 percent Hispanic, 13.3 percent Asian and 7.9 percent other ethnicity (California Department of Education, 2007). Springfield Elementary prides itself with high academics standards, involved and supportive parents and competitive salaries. This school teaches traditional curriculum. The 2006 Academic Performance Index was 886 (California Department of Education, 2007).

Participants. Data for this research project was collected by inviting several teachers to complete either a semi-structured interview or a questionnaire. Four female teachers volunteered to participate in the interview/questionnaire portion of my project. The ratio of female to male teachers at Springfield Elementary is twenty-one to four. I originally hoped to have approximately six teachers, but due to time constraints and parent/teacher conferences, this was not feasible.

The four teachers that I had the opportunity to meet taught in three different grade levels; one was a first grade teacher, two were third grade teachers and one was a fifth grade teacher. Most of these teachers have been teaching at Springfield for at least five years and not necessarily in the same grade that they are currently teaching.

Some of these teachers also have more than one type of credential and/or a Master's degree in the field of education.

Interview/Questionnaire. When possible, the following questions were asked in a semi-structured interview format to allow for follow-up questions to unclear, interesting or unexpected responses. Otherwise, the same questions were used in a paper and pencil format.

1. How do you think art impacts children's learning?
2. What do you think about art in the curriculum? What are you concerned about when it comes to art, or not enough art, in the curriculum?
3. What is currently being done about incorporating art into the curriculum - by whom - and do you think this is good, bad, or indifferent? Why?
4. What do you think should be done to increase the amount or quality of art in the curriculum?
5. What do you think are the obstacles/drawbacks/disadvantages to increasing the quantity or quality of art in the curriculum?
6. What areas/subjects do you think that it would be most beneficial to incorporate art into? Why?
7. Do you already use art for learning purposes in your classroom? If so, could you give some examples?
8. Is there anything else that you would like to say about increasing the amount or quality of art in the curriculum?

Procedures. Before conducting my research, I met with the principal of Springfield Elementary School to discuss my project. He informed me that e-mail was

going to be the most efficient option when trying to contact teachers to participate. I then wrote up a shorter version of my project proposal and the principal posted it before I started to contact individuals so they would have some idea of what was to occur. Once approval was granted from the Committee for the Protection of Human Subjects at California State University, Monterey Bay, I proceeded to contact teachers from the e-mail list that I was provided. I first sent out e-mails to specific individuals and when I was not getting any responses, I quickly opened the invitation to any teacher that would respond. I then found out that I was not getting responses because it was parent/teacher conference week and the teachers did not have any extra time to meet. Shortly after I felt that all hope was lost, two teachers graciously said they would meet with me on a school holiday because they wanted to participate and give all the help they could. Two more teacher participants were recruited by their colleagues who had already participated in the study; one teacher made time to meet at the end of her conference week and another filled out the questionnaire on her own time and I picked it up from the school office. The three teachers that I personally met with were asked the eight questions about incorporating art into education at the school in their classrooms. I recorded all the responses on the questionnaire sheet while we discussed the questions and comments that were being made. From the interviews, I received valuable information crucial to the incorporation of art into the classroom. I asked the questions on the questionnaire as well as questions that were brought up along the way.

All interviews/questionnaires were done individually. When it was not possible to interview participants in person, they were invited to complete a phone interview or paper

and pencil survey of the same questions. Face-to-face interviews took less than one hour and took place at the school they work. All interviews were scheduled at the convenience of the interviewee.

Data. After collecting all of the data needed, I separated and analyzed all of the information. I gathered the responses from the interviews and the one questionnaire and sorted the information into separate themes that appeared. From these themes, I chose the information that was most important and relevant to include into the results section.

Results

Despite many views and controversies about incorporating art into the curriculum, results from my interviews/questionnaires show that teachers believe art is an important aspect of children's learning and understanding. To my surprise, the teachers that I had contacted try to incorporate art into their lessons as the opportunity arises, which is not often enough. Springfield has also brought a successful program into the school for the benefit of the students as a way to incorporate art into education. Although there is something being done at Springfield Elementary about art in education, there is still an issue and a need.

The impact of art on children's learning. When asked about the impact of art on children's learning, this third grade teacher quickly responded, "Art in education is a valuable...or invaluable tool for students' learning" (personal communication, 2007). It is unanimous among the participants that art has a positive impact on students and learning. Art in the classroom not only keeps students interested in what is being taught, but it reinforces their understanding and allows for a "creative outlet" (personal communication, 2007). When talking about the incorporation of art into the curriculum,

third grade teacher Kran, states, “By incorporating art into the curriculum, students can visualize a concept, write about it then talk about it, which increases knowledge and understanding on the concept” (personal communication, 2007). Art lets children visualize something and that helps them to relate to it and make it meaningful for them. When something becomes personally meaningful to students they learn better, remember the information and enjoy what they are learning. When reading, third grade teacher, Sig tells her students to “turn on the TV screen in your mind.” She says that this helps them to see what is going on in the book/scene and then they can relate better to the characters and visualize what things look like. Their imaginations can create a picture in their head and they become excited to read on. “Images are important; a picture is worth a thousand words” (personal communication, 2007).

Views on art in the curriculum and how to increase it. All four teachers agreed that art in the curriculum is necessary and there needs to be more. There is also a great concern of students not getting enough art. Fifth grade teacher May responds, “Art plays an integral role in education. I’m concerned that there is not enough time in the school day to have art, especially in the upper grades.” Time is the number one concern when it comes to art in the curriculum. “There just is not enough time in the day” (Personal Communication, 2007). “Art needs to be not only focused on as another subject but needs to be seen as a cross-curricular tool. It is essential for all subjects; it helps the students, especially those who do not learn traditionally” (personal communication, 2007).

Some of the collaborative responses about how to incorporate art into the curriculum demonstrate that every teacher wishes to have the opportunity to incorporate

art into their classrooms. Sig comments, “We as teachers just need to figure out how to incorporate it, and that is what’s difficult.” When asked what should be done about increasing art in the curriculum, one teacher responds, “The state needs to have *realistic* standards for all of the subject areas. The standards are too stringent for the main curriculum areas...no time for fun!” (personal communication, 2007). The number one concern when including art into the curriculum is time. There is too much of a time constraint because of the focus on assessment and standards, thus there is no time for the incorporation of art. Time needs to be made to include art across the curriculum. Professional development training in creating lessons with art components and teacher partnerships would help increase the incorporation of art in the classrooms. “Through professional development courses, teachers could have ‘make and take’ lessons which would help out with including art and saving time. Teachers can share ideas and collaborate with one another to successfully create lesson plans” (personal communication, 2007).

Current incorporations of art. With the help of a Parcel Tax, Springfield Elementary students are exposed to a variety of art projects throughout the year called Art Central. This Parcel Tax was given to the district in 2001. It is a “qualified special tax” paid by tax payers and it provides enhanced funding for supplies, computers, art and sports programs as well as teacher salaries (California School District Parcel Taxes, 2004). Fifth grade teacher May tells me, “We have an incredible docent led Art Central program at our school. It incorporates viewing prints of fine art to discuss art concepts such as light and line. Each lesson includes a hands-on activity.” Although this is a great art program for the kids, it is only available six times throughout the

school year. Besides this program, which is not part of the standard curriculum, students do not get any other exposure to art unless it is incorporated into the curriculum by teachers. Partner teachers at Springfield Elementary try to start off every new theme with some kind of art project or activity (personal communication, 2007). A few other ways that these teachers incorporate art into the curriculum is drawing pictures and graphs for math and science, memorizing poems with pictures and hand signals, and creating social studies projects based on the people they are studying. Kran says, "The kids love Reader's Theater, that is when they read a book and then tell about it by acting like a character, dressing up, using props and changing their voices to sound like the person." When you really think about it, there are many ways that art can be incorporated into lessons but there is a huge time constraint that does not allow for it which is very unfortunate (personal communication, 2007).

It was evident that all of the teachers were most likely to incorporate art into reading/language arts compared to any of the other subjects. The number one reason for that was because "it is the easiest to integrate art into." One teacher states, "It is important that art be integrated into all of the subjects but it is easier to do in some rather than others. It is important that art be in all subjects because art gives access to children who do not learn the normal way, who have learning disabilities or who are English Language Learners" (personal communication, 2007). Depending on the material being taught, art can sometimes be incorporated, but again, time becomes a large factor. Several of the teachers agreed "It [art] is easy to do in language arts, social studies, even math...but there's no time to do it!" (personal communication, 2007). Teachers believe that art is an important aspect of learning for their students but

cannot always find a way to include it into the curriculum. Time, planning and materials (mostly time) seem to be a large part of the reason why it becomes difficult for teachers to include art in the curriculum, so if there was a way to incorporate art into lessons and have them readily available for teachers it would allow for art to be in the curriculum thus saving time.

Description and Justification of Action and Action Documentation

The incorporation of art in education is crucial to children's learning and development. Teachers are trying to find ways to incorporate art into the curriculum with the time they do have and with all the requirements and classroom standards. From the research I conducted and by talking to several different teachers, I quickly learned that time and funds were two of the huge reasons why teachers are having a hard time integrating art in their classrooms and curriculum. In order to make it easier on teachers and beneficial for students, I decided to create a resource packet about how to incorporate art into the classroom with basic resources and lessons that include art projects that could easily be adapted for other subject areas. As one of the elementary teachers talked about, "...teachers could have 'make and take' lessons which would help out with including art and saving time".

In order to allow for teachers to easily incorporate art into the curriculum, at least once every week, I created an art resource packet that includes articles, lesson plans and ideas about art. I will distribute the packets to the teachers that worked with me and contributed their ideas toward my research and development of incorporating art

into the curriculum. Along with that, I will leave a copy in the office for other teachers to view if they are interested.

Critical Reflection

On Action Taken. The action that I chose was in response to the criteria and need for the incorporation of art into the classroom. Teachers need adequate resources to be able to provide students with a well balanced education. Time in the classroom is a large restriction when it comes to including art into lessons. Having lessons readily available with art projects already in them will save time in the classroom as well as in planning. The resource packet that I created will hopefully be of help to teachers when planning lessons and will facilitate for the incorporation of art into the curriculum.

If I had more time designated to this project, I would expand more on the resource packet to make it a valuable tool for teachers. I would have also liked to give the packets to teachers and receive a follow up response based on if the resource packet helped them or not and what could be added in order for my plan to be more successful. Besides creating this art resource packet, part of my original goal was to inform the district of how valuable teachers believe art to be in the classroom based on my research and interviews. Every year, the district sets up Professional Development classes/meetings for teachers that are supposed to better prepared them for teaching. By talking with the teachers, it became evident they thought it would be helpful if the district provided a Professional Development class that was focused on the incorporation of art into the classroom curriculum. My ultimate goal would have been to provide this through the school district for the benefit of the teachers and ultimately, the students.

On lessons learned. From this project, I learned that it takes a lot to make a change, especially in the schools. Something I also learned that concerned me about becoming a teacher is what is best for students and learning, is not always accounted for by the schools. Teachers try and do their best at providing a successful learning experience with the time and resources they do have but are still required to teach from “the book.”

MLOs or content areas. This research project taught me a lot about Knowledge and Lifelong Learning. Through this project I learned about myself and what I am capable of; I am capable of creating a change. By researching and talking to other teachers about art in education, I learned a lot about the politics and obstacles in education but also about the joys of being a teacher. This project provided me with insights about teaching that I would have not otherwise known going into the field. Teachers inspire change all around them in their students everyday. I got the feeling from the teachers that I had contact with that teaching cannot only be your job, but it has to be your passion. Teachers are Lifelong Learners.

Technological and Information Literacy was important and necessary in order to complete this project. Most of the literature review information was received through the CSU Monterey Bay library catalog. I needed to be able to have the knowledge necessary to find articles and journals pertaining to my specific topic. After obtaining the information, I needed to be able to sort through it and pull out the relevant information for the paper. The use of the internet was also a great tool in finding resources for the topic. The knowledge of using the Tracking Tool for edits made editing of the research paper faster and easier too.

This project helped to reflect on knowledge gained as a Human Development minor. I used what I have learned about the development of children to understand that all children learn in different ways. Schools need to accept this and provide adequate resources and curriculum for students with multiple learning styles, including using art in the curriculum. Children do not only use art as a means of learning but also as a means of expression and communication. Children need to have art available to them; it helps them to learn and develop important skills that will help them not only throughout their education, but throughout life.

I believe that when I become a teacher, there will be many obstacles and discouragements along the way. There will be strict rules and standards of teaching that I may not like, but I will do my best, do my job AND provide the most successful, cross-curricular, art filled learning experience for my students.

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Resource Packet

(Excludes some lessons, articles, samples and templates in actual Resource Packet)

Lesson Plan: “The Very Hungry Caterpillar”

Backward Design:

1. Desired Results

- How do things grow? (animals, insects, humans, plants)
- What are the stages of growth?
- What resources help growth occur? (food, sun, water)
- Numerical order
- Days, weeks, months, years.

2. Acceptable Evidence

- Observation of result
- Explanation or dialogue of growth

3. Plan Learning Experience

- Read “The Very Hungry Caterpillar”
- Discuss the growth and transformation of the caterpillar into a butterfly. How did he grow, what did he do, etc.
- The students should choose something that grows and create their own “The Very Hungry Caterpillar” book.

Title: “The Very Hungry Caterpillar” Growth Project

Subject Area: Science, Math, Language Arts

Grade Level: Third grade plus

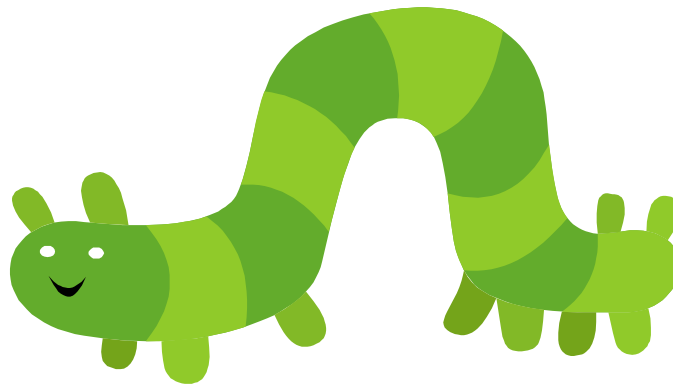
Objectives: For students to learn how a living thing grows. Also to make concrete the ideas of numerical order, and days of the week, months, etc.

Materials: Paper, scissors, markers/crayons, glue, pictures/explanation of growth.

Suggested Procedures:

- Read “The Very Hungry Caterpillar” and discuss the growth of living things.
- Have students choose an animal, insect, plant or human to tell the growth cycle of.
- Have them then create their own growth cycle book including how something grows and changes.
- Base the design and structure from “The Very Hungry Caterpillar” story.

Evaluation: Students can share their books with the class.



Tangram Story Lesson Plan

Subject areas: Language arts, math and art

Grade levels: First through fifth

Objectives: For the students to make their own tangrams and create a story and visual using the tangram pieces. Students will learn the history of tangrams and will use creative thinking and spatial placement. This activity can also be used to help with story sequencing and collaboration.

Materials: Construction paper, scissors, glue, tangram directions sheet.

Suggested Procedures:

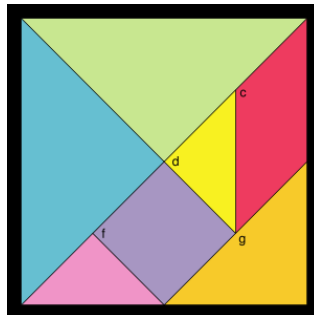
- Introduce tangrams, their history and use to the students by reading Grandfather Tang's Story by Ann Tompert.
- Background Information about tangrams: tangrams are ancient Chinese puzzles that are still used today by adults as well as children. A tangram begins with a square, which is cut into seven pieces. Each piece is called a tan. All seven tans must be used when creating a picture. All pieces must touch, but cannot overlap.

For storytelling, the storyteller arranges the pieces to show the shape of an animal or character in the story.

The shapes that make up a tangram are: a small square, two small congruent triangles, two large congruent triangles, a medium triangle and a parallelogram.

- Decide if the students should work individually or in small groups. Have them create a short story that involves the use of tangrams to show the characters. They can create more than one and can use the examples or create their own. They can also create setting pieces like trees and houses with the tangrams.
- The students can then glue their completed tangrams to colored paper and draw in scenery if desired.
- The students can write down their story or just memorize it.
- Have them share their story with the class using the tangram characters.

This lesson can be used for a math lesson to learn the names of shapes and placement of shapes to create new shapes.



Origami House Lesson

Subject areas: Language arts, art, math.

Grade levels: Second to fifth

Objectives: Students will create a house with their family, what they like to do together, safety rules at home, etc.

Materials: Paper, markers, colored pencils and directions for making an origami house.

Suggested Procedures:

- Introduce this project by talking about different families and homes. What type of family do you have? What does your house look like? Do you have siblings? Pets? What does your family like to do? Is your family important to you and why? Include any other questions about homes and families. Talk about what their family does in case of emergency, where do they go, who do they call, what do they need? Who answers the door, etc?
- After talking about families and homes and safety, have the students create an origami house following the directions given.
- They can decorate the outside with how their house looks; on the inside they should draw their family. On the back, have them list/draw things their family likes to do together. On the inside, they should list what their family does in case of an emergency or list safety rules. Many other things can be added like what are some favorite family dinner foods, holidays, etc. A story can be written to go along with this great visual.
- The students can share with others around them or as a class.
- Use these for display or have the students take them home to share with their family.

This can be adapted and used for a math lesson of shapes and/or measurements.



Map Your World

Subject Area: Language Arts, Social Studies, Science

Grade Levels: Second to Sixth

Objectives: For students to create their own globe and decorate it with pictures and/or images of how they see the world now or in the future, or how they want the world to be.

Materials: balloons, glue, water, strips of newspaper, magazine cutouts, paints.

Suggested Procedures:

- Talk about the world and how the world is today, and how students would like to world to be.
- To make the globe, blow a thick balloon up to the size you want it, tie it.
- Mix glue and water to create the paper mache paste. Rip strips of newspaper.
- Cover the strips of newspaper in the paste and place flat on the balloon.
Continue this until the balloon is covered, do several layers, let dry.
- When the globe is dry, students can decorate the globe as discussed about the world.
- Students can share their world with the class about how they see the world or how they wish the world to be in the future.

This lesson can be used as a science/social studies lesson by having the students paint the geography of the world and label the continents, oceans, etc.

Created by: Monica Petersen, 2007

Envelope Book Lesson Plan

Subject area: language arts, math, science, social studies.

Grade level: second to fifth

Objectives: For students to create an envelope book for stories, information, data, etc.

Materials: envelopes, glue, string, hole punch and any materials used to decorate with.

Suggested Procedures:

- Students can create a story and display it in the envelope book. They can draw and write on the envelopes and put “surprises” inside the envelopes.
- To create the envelope book, gather envelopes and glue the open envelopes together. See example.
- Use the hole punch to make a hole in the first envelope. Attach the string and tie the envelope book to hold it together.

Students can use this book for a state report and put facts about the state on each envelop and put pictures inside the envelopes.

Students can use this for a character book report by including information about the character in the book they read. Objects that represent the character can be put inside the envelope. This can be shared with the class.

This can also be used as a great self-esteem and cooperative activity. Have each student create an envelope book. Then have other students write them a nice note, “you are a great friend because...,” or “thanks for helping me with my homework.” Etc. Students can put these notes into other students’ envelope books. The students then can read the notes that were written about them and feel good about themselves.



“All About...” Lesson Plan

Subject Area: math, language arts, science, social studies, visual arts.

Grade Levels: third to fifth

Objectives: For students to create a twelve-sided paper globe to display facts about a specific topic.

Materials: Construction Paper, coloring tools, ruler, glue/staples, compass or template.

Suggested Procedures:

- This project can be used in any area or subject that is being studied. Have students research a country, continent, state, animal, person, themselves, etc and come up with important facts and pictures about the topic.
- To make the globe, use the template provided or have the students create 12 circles with a diameter of approximately 5 ½ inches. Within the circle, draw a pentagon with each line measuring about 3 inches. Each point of the pentagon must touch the sides of the circle. Cut out the circle.
- The students can then color/draw/write the important facts on each circle. Include pictures, cut outs, etc.
- Then assemble the globe by folding on the five lines of the pentagons. Attach the edges of the pentagons together with glue or staples until the globe is created. It is easier to make one half of the globe with six circles and then the other half and then connect the two halves to form the globe.



Created by: Monica Petersen 2007
Adapted from Crayola.com

Cinquain Syllables Lesson Plan

Subject areas: language arts

Grade levels: third to fifth

Objectives: For students to learn about poetry and to write their own poems. Students identify and analyze various forms of poetry, then use what they have learned to create their own poems. From cinquain poems, students will learn and understand more about word syllables.

Materials: poem books, paper, markers.

Suggested procedures:

- Read books of poetry and talk about the different types of poetry including what is a cinquain poem. These are the rules for writing a cinquain:
 - Line 1 Title-noun (2 syllables)
 - Line 2 Describe (4 syllables)
 - Line 3 Action (6 syllables)
 - Line 4 Feeling or effect (8 syllables)
 - Line 5 Synonym or description of initial noun (2 syllables)

Have students write their own cinquain poem. Leave space between each line.

Students can create a border with markers or by trimming the edges with scissors.

Attach the cinquain to a colored piece of construction paper.

- Students can show each syllable with a distinctive mark made with a sticker, sequence or other marker piece.
- Students can share their poems with the class and then display them in the classroom.

If the students are exposed to other types of poetry, they can create a book to put all of their poems in to display.



Lesson Plan: Time Capsule Collage

Backward Design:

1. Desired Results/Outcomes

- What do you remember from childhood?
- What are some of your greatest memories?
- What is of importance to you?

2. Acceptable Evidence

- Layout of images and words.
- What kind of images is present?
- Observation of collage.
- Dialogue/explanation of collage or specific images.

3. Plan learning experience

- From various sources (magazines, newspapers, catalogs, photos, etc.), collect images and words that relate to memories, associations and life experiences from childhood years. Create a collage with the images in a creative manner that reflects your own personal life, experiences and what is important to you.

Title: Time Capsule Collage

Subject Areas: Language Arts, History and Visual Arts.

Grade Level: 3rd grade +

Materials:

- Magazines, catalogs, photos, etc.
- Scissors, glue, construction paper, markers.

Suggested Procedures:

- Have students think back to past experiences and memories. What do they remember, who was there, what's important?
- Have them cut out images or words that resonate these experiences/memories from magazines, catalogs, photos, etc.
- Create a collage with these images/words in any creative manner (big/small, clustered/spaced, overlapping/off page).
- They can also use markers, paints, stickers to help reflect these memories/events in their life.

If desired, have the students explain the images and why they used them. What is of most importance to them, greatest memory/moment?



Measurement Bar Graph Lesson Plan

Subject areas: math, science, language arts

Grade levels: Kindergarten to fourth

Objectives: For students to gather information create bar graphs to demonstrate data collected. Students can see the range of information when they graph it. Students can analyze information in a bar graph.

Materials: Paper, markers, ruler or a large class graph can be made on the white board or on a large sheet of paper. Information gathered is also needed.

Suggested Procedures:

- According to the theme or lesson, have students gather information. Ex: class shoe sizes, height, age, weight, who has brown eyes vs. blue, # of siblings, # of pets, favorite colors, etc...the list goes on!
- To create the graph, draw a line down the left side of the paper and along the bottom. For a shoe size bar graph, put the number of students at the bottom and the different shoe sizes on the left line. Chart in the information based on what was gathered. Use different colors to represent different shoe sizes. Make sure the graph has a title!
- From this, students can analyze to see what shoe size is common, what shoe size is smallest/largest.
- To go along with this assignment, teachers can find books about shoes and different kinds of shoes in other countries to discuss with the students. How are shoes made? Etc.

Assessment: Teachers observe students gathering data and evaluate if data matches bar graph. Students may write a short response as to what they learned from the graph and how it helped them to analyze data.

Students can also create pie charts, line graphs or dot graphs.

