

What's the Big Idea?

Chinese Showcase

**An Arts-Integrated Performance Task using
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Chinese Showcase Arts-Integrated Performance Task

Submitted by: Ellen Reynolds

School District: Pleasant Hill School

For: Grade 6 Visual Art, Music, P.E., Technology, Mathematics, Science, Social Studies and Communication Arts

What's the Big Idea?

1. Topic that Leads to the Big Idea: Chinese Culture and Traditions
2. The Big Idea: Students will understand differences between Eastern and Western cultures.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will research Chinese culture, geography, and climate; students will develop and apply skills in Chinese brush painting; students will understand and use tangrams; students will understand principles and elements of Chinese music and theatre.
4. The Essential Question: How is living in China different than living in America?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.

The students will develop a showcase of Chinese culture. The students will create 10 stations and will present the research and projects to fifth graders who will rotate through the various stations. These stations will include final projects created by the sixth graders. Some of the stations will included: brush painting, Chinese theater, Chinese songs, presentation of research about art, weather, inventions, furniture, martial arts, tangrams, origami, and a dragon dance made up of two full size dragons, a drummer, and a cymbal player.

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Communication Arts

CA 1: Reading

1. Develop and apply skills and strategies to the reading process

G. During Reading

Grade 5: During reading, utilize strategies to

- a. determine meaning of unknown words
- b. self-monitor comprehension
- c. question the text
- d. infer
- e. visualize
- f. summarize

I. Making Connections

Grade 5: Compare, contrast and analyze connections between

- a. text to text (information and relationships in various fiction and non-fiction works)
- b. text to self (text ideas and own experiences)
- c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)

Mathematics

MA 2: Geometric and Spatial Relationships

2. Use visualization, spatial reasoning and geometric modeling to solve problems

B. Draw and Use Visual Models

Grade 6: draw or use visual models to represent and solve problems

Science

SC 5: Earth's systems (geosphere, atmosphere, and hydrosphere) have common components and unique structures

1. Organisms are interdependent with one another and their environment

D. Climate is a description of average weather conditions in a given area over time

Social Studies

SS 3: Missouri, United States and World History

3. Knowledge of continuity and change in the history of the world

A. Culture of Early River Valley Civilizations

Grade 6: examine river civilizations including

- d. China (technological advances)

Visual Arts

FA 1: Product/Performance

2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

A. Sculpture, Ceramics and Other Media

Grade 5: Combine simple forms to create a complex object/form (in-the-round)

3. Communicate ideas about subject matter and themes in artworks created for various purposes

C. Themes

Grade 6: Create an original artwork that communicates ideas about the following themes:

- World
- Time (e.g., past, present, future)

Physical Education

H/PE 4: Efficiency of Human Movement and Performance

3. Rhythms and Dance

C. Rhythmic Activities

Grade 5: Create simple rhythmic routines using fundamental movement skills in partner and small group situations

Music

FA 5: Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place
 - C. Music's Role and Function in Various Cultures
- Grade 6: Describe the function of music in various settings and cultural events

Process Standards:

Goal 2: Information and Technology Literacy

1. Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge
 - B. Process Approach
- Grades 5-12: Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work (2.3, 2.4, 2.7, 4.6)

How Are You Going to Make it Happen?

Design the performance tasks and learning activities that will build understanding of the Big Idea and help your students reach the learner objectives.

Activities developed around the theme of Chinese Culture:

- 1) Chinese traditions related to the subject of the class will be introduced.
- 2) Sixth-grade students will attend Chinese workshops where Chinese guests share their culture, games and Chinese celebrations.
- 3) Sixth-grade students will present a Chinese Showcase: 6th graders present knowledge of Chinese culture to 5th graders.

Describe what **the teacher** will do; describe what **students** will do.

Teachers will:

- organized guest speakers, field trip and workshop/showcase days
- gather resources from the Nelson Atkins museum
- show a video on brush painting, and personally demonstrated brush painting
- create an in-school museum with various artifacts on display in the showcases such as 12th and 14th century Emperor clothing, Chinese money, pottery, wood joinery, sculptures, fans, Buddha, tea pots, masks, and scrolls
- demonstrate basic clay hand building techniques
- facilitate research of Chinese culture
- prepare students to develop PowerPoint presentations
- demonstrate Chinese dance
- facilitate manipulation of tangrams

Students will:

- develop a variety of questions that they would like to ask the Chinese guests about their culture

- create works of art inspired by Chinese brush painting;
- use authentic Chinese brush painting supplies, including bamboo brushes, sumi ink sticks and stones, rice paper, and brush holders
- act out a Chinese reader's theater
- create Chinese parade dragons and perform a Chinese dragon dance
- complete math problems using Chinese numerals
- complete math exercises using tangrams
- perform martial arts
- create PowerPoints and other visual aids for presentations
- demonstrate and present what they have learned to younger students

Notes from the Developers of the Unit:

In each 6th grade class, teachers included a special unit about China. Students were introduced to several traditions and cultural differences. Students were able to look at many examples of art and items from China that had artistic qualities; such as ceramics, furniture, paintings, cricket cages, money, calligraphy items, clothing, etc. Students were then given the opportunity to choose areas of special interest to explore and do further research on the topic of their choice. Students made connections between several core subjects and the arts.

Students researched special interests and created powerpoint, poster and other types of presentation projects, created art such as Chinese brush work, Origami, and Ceramic Maneki Neko (Lucky Cats) and they visited the Nelson Atkins Art Museum where they participated in a scavenger hunt to find various works of art in the Asian galleries.

Students performed the Disney musical Mulan.
A local Teakwondo instructor taught the students.

Chinese Showcase Scoring Guide

Criteria	Advanced 90-100	Proficient 80-89	Basic 70-79	Below Basic 69-below
Student preparation for Chinese Showcase	Student was a vital part in working in a research team. Student helped with research and gathering of materials, help create the visuals needed for presentation and was a vital part of the presentation.	Student assisted in most of the essential components of the preparation, but may not have helped out in 1 of the areas	Student did minimal work in the gathering, creating and presenting of the presentation.	Student did not meet the basic needs of the group in order to create a successful presentation.
Ability to teach material	Student was able to share with fellow students a variety of facts about the topic with out the need of assistance from peers or teacher. The student should knowledge and confidence about the subject he or she was teaching	Student was able to share with fellow students a variety of facts about the topic with some assistance from peers or teacher. The student demonstrated basic knowledge and was somewhat confident about the subject he or she was teaching	Student was able to share basic knowledge with fellow students a variety of facts about the topic with some assistance from peers or teacher. Student was not able to confidently share about the subject he or she was teaching	Student was not able to share basic knowledge with fellow students a variety of facts about the topic with some assistance from peers or teacher. Student was not able to confidently share about the subject he or she was teaching
Overall presentation	<ul style="list-style-type: none"> • Student was prepared • Student spoke loud and clear • Student encouraged participation • Student was able to answer questions. 	Student mastered 3 out of 4 of the following criteria: <ul style="list-style-type: none"> • Student was prepared • Spoke loud and clear • Student encouraged participation • Student was able to answer questions. 	Student mastered 2 out of 4 of the following criteria: <ul style="list-style-type: none"> • Student was prepared • spoke loud and clear • Student encouraged participation • Student was able to answer questions 	Student mastered 1 out of 4 of the following criteria: <ul style="list-style-type: none"> • Student was prepared • spoke loud and clear • Student encouraged participation • Student was able to answer questions.

Total Points: _____/300