

What's the Big Idea?

Exploring Self

An Arts-Integrated Performance Task using
Understanding by Design© by Samantha Filla and
Bobbi Sears



Missouri Alliance
for Arts Education

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Exploring Self Arts-Integrated Performance Task

Submitted by: Samantha Filla and Bobbi Sears

School District: Rolla

For: Grades 11-12 English (Creative Writing II), Visual Art and Music

What's the Big Idea?

1. Topic that Leads to the Big Idea: Exploration (Self-Exploration)
2. The Big Idea: Students will understand that their unique identity is influenced by experiences over time.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:

Students will learn to use techniques such as cause and effect, conflict and change, point of view, and perception to enhance student writing. Students will learn to self direct by understanding and practicing time management and self-motivation. Through the use of new software students will learn the concepts of proper video camera usage and storyboarding to ultimately produce a comprehensive autobiography of their life.

4. The Essential Question: How do your past experiences shape who you are as an individual and influence your experiences in the future?

How Will You Know What They Are Learning?

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

Students will create storyboards for three units: yesterday, today, and future. Storyboards will be displayed in the classroom "gallery" and students will participate in a "gallery walk" during each unit. This is an opportunity for students to showcase their progress and share ideas with peers. Students will ultimately produce a final DVD, compiling all of their writing pieces from all three units and interweaving them with music, clipart, and personal pieces of artwork. Students will also be responsible for self assessing their final products.

What Do Students Need to Learn?

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

Communication Arts

CA 2: Reading

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

I. Making Connections

English II: Compare, contrast, analyze and evaluate connections

- b. text to self (text ideas and own experiences)

CA 3: Reading Non-Fiction

3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

D. Understanding Directions

English II: Read and apply multi-step directions to perform complex procedures and/or tasks

CA 1: Writing

1. Apply a writing process in composing text

A. Writing Process

English II: Follow a writing process to

- a. generate a draft through pictures and words
- b. revise text, with assistance, to make oral idea match written text and edit by crossing out
- c. publish or share stories with assistance

Visual Art

FA 1: Product/Performance

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

C. Digital/Computer

High School Level I: Create or modify an image using general software

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

C. Themes

Grade 8: Create an original artwork that communicates ideas about the following theme:

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

High School Level I: Create an original artwork that communicates ideas through themes (e.g. identity, power, time, nature, illusion)

Music

FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

A. Connections between Music and Related Arts and Humanities

Grades 6-8: Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art

Process Standards:

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

4. use technological tools and other resources to locate, select and organize information
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

How Are You Going to Make it Happen?

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

The teacher will:

- create a model DVD of the teacher's life to use as an example in the introduction of the project
- present direct lessons for each particular writing component throughout the unit
- conduct mini-lessons to lead to individual writing assignments which will engage students to self explore
- provide instruction on the use of the software which will be used to compile the writing assignments and art production
- present and explain scoring guides for each writing assignment as well as for each storyboard and each of the sections (past, present, and future) for the final DVD
- facilitate students' individual work
- provide feedback and reinforcement throughout the project

Students will:

- produce multiple writing assignments throughout each of the three units
- produce 3 storyboards (past, present, and future self) and present them during a class "gallery walk"
- create the final product, a DVD which will be a compilation of all of their writing assignments infused with multimedia art such as music, video, and pictures (clip art and student created)
- show and present their DVD as their final for the class.

Teacher Scoring Guide (Past)

	Advanced 5 Points	Proficient 3 Points	Basic 1 Point
Creativity	Overall, DVD is very creative. Student spent a lot of time and effort on each assignment as well as the overall presentation.	DVD is somewhat creative. Either DVD is creative or assignments were creative, but it does not work as a whole.	Student did not spend hardly any time of effort on assignments. DVD is just "thrown together" and is not creative.
Effective Use of Artwork	Student has effectively integrated the arts into his or her presentation. Each picture/sound clip/background has meaning.	Student has integrated the arts but does not do it effectively. Artwork does not enhance his or her writing.	Student barely integrated the arts. Pictures were random and music did not match the meaning of the writing,
Organization	Student's DVD is organized in the proper format (past, present, future). Writing is displayed throughout the presentation.	Student's DVD is mostly organized in the proper format. Some pieces of writing are out of order.	Student's DVD lacks any organizational structure. Writing appears random and the slides are not cohesive.
Effective Transitions	Student effectively used transitions. Transitions are smooth and not choppy.	Student used transitions, but the transitions are choppy.	Student did not utilize transitions.
Overall Presentation	DVD is ready to be published. Errors in editing are minimal.	DVD is ready to be published. However, the DVD has a lot of mechanical errors.	DVD is not ready to be published. The presentation lacks order and the editing errors distract the audience from the content.
TOTAL:	$\underline{\hspace{2cm}} \times (\text{times}) 3 = \underline{\hspace{2cm}} / 75 \text{ pts (Teacher Score)}$ $+$ $\underline{\hspace{2cm}} \times (\text{times}) 1 = \underline{\hspace{2cm}} / 25 \text{ pts (Student Score)}$ $=$ $\underline{\hspace{2cm}} / 100 \text{ points}$		

Teacher Scoring Guide (Present)

	Advanced 5 Points	Proficient 3 Points	Basic 1 Point
Creativity	Overall, DVD is very creative. Student spent a lot of time and effort on each assignment as well as the overall presentation.	DVD is somewhat creative. Either DVD is creative or assignments were creative, but it does not work as a whole.	Student did not spend hardly any time of effort on assignments. DVD is just "thrown together" and is not creative.
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Teacher Scoring Guide (Future)

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Student Scoring Guide (Past)

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Student Scoring Guide (Present)

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