

# What's the Big Idea?

Responding to Art

An Arts-Integrated Performance Task using  
Understanding by Design© by Laura Halter



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## Responding to Art Arts-Integrated Performance Task

**Submitted by:** Laura Halter  
**School District:** Kirksville R-III  
**For:** Grade 2 Visual Art and Communication Arts

### What's the Big Idea?

1. Topic that Leads to the Big Idea:  
Communication
2. The Big Idea:  
Students will understand that visual arts communicate a message.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
The student will understand characteristics of artwork.  
The student will demonstrate writing conventions.  
The student will create a digital storybook.
4. The Essential Questions:  
How do visual images influence our personal and artistic responses to a work of art?  
How can visual images, text, and sound enhance storytelling?

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.  
Students will write a story, based on a work of art.  
Students will then expand their story by creating additional illustrations.  
Students will narrate their story through a digital medium.

### What Do Students Need to Learn?

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

#### Visual Art

FA1: Product Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes.
  - C. Theme  
Grade 2: Create an original artwork that communicates ideas based on a given theme.

FA 3: Artistic Perceptions:

1. Investigate the nature of art and discuss responses to artworks
  - A. AestheticsGrade 2: Explain different responses you have to different artworks

### Communication Arts

CA2: Writing

2. Compose well-developed text
  - C. Organization and Sentence StructureGrade 2:
  - compose text with evidence of a beginning, middle, and end
  - compose text with complete sentences or thoughts

CA 1, CA 6: Listening and Speaking

2. Develop and apply effective speaking skills for various audiences and purposes
  - A. Discussion and PresentationGrade 2: Speak at an appropriate volume and maintain a clear focus when sharing ideas

## How Are You Going to Make it Happen?

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

The teacher will:

- demonstrate how to discuss one's responses to art based on the characteristics of art
- facilitate a discussion based on their students' responses to art based on the characteristics of art
- read the story *Old MacDonald Had an Apartment House* by Judi Barrett
- explain how the author and illustrators used a work of art and connected it to a story
- aid the student in the writing process; helping with spelling and grammar
- help the students enter artwork, text, and sounds/music into a digital format

Students will:

- discuss their responses to a work of art based on the characteristics of art
- create a story based on a work of art that has a clear beginning, middle, and an end
- divide into groups and select one of their stories, based on a work of art
- make revision and/or additions to their story based on feedback
- create additional illustrations for the story based on the original artwork and the story they create
- combine the illustrations, text, and sounds/music into a digital format
- share their digital stories with the class

### Responding to Art Scoring Guide

Criteria	Advanced 25 points	Proficient 20 points	Basic 15 points	Below Basic 10 points
Participation in the discussion over various works of art	Student actively participated in the discussion and presented creative ideas; using appropriate volume.	Student actively participated in the discussion using appropriate volume.	Student was engaged in the discussion, but only responded when prompted and volume may or may not have been appropriate.	Student actively listened to the discussion but did not respond.
Written story	Student created a unique and creative story that shows clarity of thoughts <b>and</b> includes a beginning, middle, and an end.	Student created a story that shows clarity of thoughts <b>and</b> includes a beginning, middle, and an end.	Student created a story that shows clarity of thoughts <b>or</b> includes a beginning, middle, and an end.	Student created a story that is difficult to follow; the story may or may not include a beginning, middle, and an end.
Group Work: Revision of the story and additional illustrations	Student actively participated in revising the story <b>and</b> making additional illustrations.	Student participated in making some of group revisions <b>and</b> additional illustrations.	Student participated in making few group revisions <b>and</b> additional illustrations.	Student participated only in the group revisions <b>or</b> the additional revisions.
Digital Storybook	The use of digital storytelling combined images, text, and sound to enhance the story.	The use of digital storytelling combined images, text, and sound to the story, but needed revisions.	The use of digital storytelling combined images, text, and sound to the story, but needed major revisions.	The use of digital storytelling did little to enhance the story.

Total Points: \_\_\_\_\_/100 Points