

# What's the Big Idea?

The Role of Community in Character Development  
and Behavior

An Arts-Integrated Performance Task using  
Understanding by Design© by Melissa Salgado



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## The Role of Community in Character Development and Behavior Performance Task

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**School District: Adair Co. R-2 School**

**For: 8<sup>th</sup> Grade Communication Arts integrating Music and Visual Art**

### What's the Big Idea?

1. Topic that leads to the Big Idea: Community's role in character development and behavior

2. The Big Idea: Students will understand the extent that a community's beliefs and values influence an individual's behavior.

3. Knowledge, Skills and Abilities Addressed as Learner Objectives:

Students will:

- characterize the use of music by its intended function (purpose) and its intended audience
- be able to describe ways in which the principals and subject matter of other disciplines are interrelated with those of music
- read text and be able to identify author's perspective on a subject
- read text and be able to make text connections
- compose text showing awareness of audience
- choose a text format and point of view appropriate to purpose and audience

4. The Essential Question:

How are individuals influenced to value a common set of beliefs held by the community, and how does this influence affect the community and future goals of the individual?

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

5. The Performance Task that will Produce Evidence of Learning:

Students will complete a multi-genre research project; they will choose 3 different genre selections that reflect a message or theme that expresses individuals' connections to text selections and their perspective on the community's influence of individuals' goals.

# What Do Students Need to Learn?

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

### Communication Arts

CA 2: Reading and evaluating fiction, poetry and drama

2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

#### C. Literary Elements

a. Use details from text to:

- a. demonstrate comprehension skills previously introduced
- b. identify and explain flashback, mood and theme
- c. analyze point of view
- d. analyze author's viewpoint/ perspective
- e. determine how an incident foreshadows a future event
- f. interpret behaviors, motives, and consequences of characters' actions
- g. evaluate problem-solving processes of characters
- h. evaluate effectiveness of solutions
- i. make inferences

CA 3: Reading and evaluating non-fiction works and material (such as biographies, newspapers, technical manuals)

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

#### C. Text Structures

a. Use details from text to

- a. demonstrate comprehension skills previously introduced
- b. evaluate adequacy of evidence presented by author
- c. determine author's purpose based on text analysis
- d. compare and contrast
- e. determine importance of information
- f. analyze point of view
- g. determine author's viewpoints
- h. identify problem solving processes and explain effectiveness of solutions
- i. determine importance of information
- j. analyze word choice and connotation
- k. analyze organizational effectiveness
- l. analyze accuracy of information

CA 4: Writing formally and informally

2. Compose well-developed text

#### A. Audience and Purpose

- Compose text
  - a. showing awareness of audience
  - b. choosing a form and point of view appropriate to purpose and audience

## MUSIC

FA 1: PRODUCT PERFORMANCE

2. Develop and apply instrumental music skills to perform and communicate through the arts

A. Instrumental Performance Skills: perform a short song/piece using effective expression and characteristic timbre

E. Group Playing: Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor

4. Develop and apply skills to compose, arrange, and create music to communicate through the arts
  - A. Composition and Arrangement
    - Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines

#### FA 3: ARTISTIC PERCEPTIONS

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
  - B. Musical Characteristics, Events, and Descriptors
    - describe the musical expression (mood) of an aural example
    - determine the order and organization of an aural example
    - determine the possible origin of an aural example (e.g., location and time)
    - characterize the use of music by its intended function (purpose) and its intended audience

#### 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
    - 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
  - B. Connections between Music and Non-Arts Disciplines
    - describe ways in which the principles and subject matter of other disciplines are interrelated with those of music; explain the importance of group participation, perseverance, and commitment in musical and non-musical settings
    - describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

### **VISUAL ARTS**

#### FA 1: PRODUCT/PERFORMANCE

3. Communicate ideas about subject matter and themes in artworks created for various purposes
  - B. Functional Art
    - Illustrate text

## How Are You Going to Make it Happen?

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

The teacher will:

- provide students with direction for learning and evaluate progress throughout lesson series
- prompt students to hypothesize ideas related to essential question
- help students create list of background information known to topic and learning objective
- provide students with text and musical examples to analyze and interpret author's/artist's message, point of view, intended audience, purpose, and personal connections
- provide various genres in which students can identify text structure and format
- post essential questions on chart paper for discussion and reflection throughout lesson series
- provide a scoring guide and exemplars that will give students a clear explanation of expectations

Students will:

- read a variety of text including: lyrics from music, narratives, memoirs, essays, poetry, and stories, and make connections with self, world, and other text in order to gain insight into various perspectives on the role of community's influence on an individual's beliefs, goals, and how the community responds to outside influence
- students will work in cooperative learning groups and participate in a Think-Pair-Share to summarize information that they already know about a topic or essential question
- students will participate in a topic flood in which they explore various genres relating to Big Idea
- students will form a hypothesis relating to the essential question
- students will engage in listening to, reading and analyzing text and musical examples in order to interpret author's perspective, intended audience, message and personal connections through a variety of instructional strategies implemented by instructor
- students will complete a multi-genre research project in which they can express a message, address appropriate audience and purpose, and effectively complete tasks by producing a writing piece that reflects accurate text structure according to genre

### Scoring Guide

Criteria	Advanced 20 Points	Proficient 15 Points	Basic 10 Points	Below Basic 5 Points
<b>Message/ Intended Audience</b>	Author's/Artist's message is clear and effectively addresses intended audience	Message is understandable and will address the intended audience but is less effective	Message is not clearly understood; the reader is left with considerable questions regarding message and intended audience	Message has not been attempted by author and there is not intended audience; instead the piece is vague and unclear if attempted at all
<b>Literary Style/Genre Format</b>	Genre piece clearly, effectively, and accurately represents genre intended to replicate, and elements of literary style are incorporated in piece	Genre piece clearly and accurately represents genre intended to replicate, and some elements of literary style are incorporated in piece	Genre piece attempts to replicate intended genre but lacks elements; and there are few if any elements of literary style incorporated into piece	Genre piece does not attempt to replicate any genre nor does it replicate literary style
<b>Perspective/ Viewpoint</b>	Author's perspective/viewpoint is clearly, effectively, and accurately evidenced in piece through a variety of literary techniques	Author's perspective/viewpoint is clearly and accurately evidenced in piece but literary techniques used to portray this are limited	Author's perspective/viewpoint is unclear and literary techniques have not been attempted	Author's perspective is not evident and no literary techniques have been used or attempted
<b>Thread</b>	Genre pieces are effectively threaded together via a commonality	Genre pieces are threaded together via a commonality but lack effectiveness	Genre pieces are not threaded together via a commonality but rather randomly put together	Genre pieces do not have any common thread
<b>Quality</b>	Project is completed with materials that reflect time spent and effort; computer generated pieces, color ink, stencils,	Project is completed with materials that reflects less time spent on project; may have used markers in a sloppy manner and a few smudges, erasure marks	Project is completed with materials that do not reflect time spent on project. This project generally used pencil, erasure marks, sloppy lines, sloppy cuts etc.	Project is not an appropriate use of paper/materials d

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