

What's the Big Idea?

Sculpting a Story

An Arts-Integrated Performance Task using
Understanding by Design© by Ellen Reynolds and
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Sculpting a Story Performance Task

Submitted by: Ellen Reynolds and Pamula Bradley

School District: Pleasant Hill

For: 5th Grade Communication Arts and Visual Art

What's the Big Idea?

1. Topic that Leads to the Big Idea: Literature Stories
2. The Big Idea: Students will understand how artworks can represent literary elements
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Visual Art –create sculptural art using a variety of mediums
Communication Arts – use summarizing, investigation; perceptions; characters; conflicts; settings; relations to text; predicting
4. The Essential Question: How do artists use literary elements to create artworks?

How Will You Know What They Are Learning?

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

Design and construct a sculpture that represents the story; retell the story using their visual interpretation.

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;

- self-monitor comprehension
- question the text
- infer
- visualize
- summarize

I. Making Connections

Grade 5: Compare, contrast and analyze connections between:

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

Visual Art

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

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

How Are You Going to Make it Happen?

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

The **Communication Arts teacher** will:

- provide different literature books for several small groups
- sit with each group and listen to them read
- probe the students in the group with questions about the reading to check for understanding
- make copies of the “job” worksheets for the students and explain what is required of each job
- will meet individually with each student and review the job that the student was assigned each week

After the students have read a book in a small group setting, the **Visual Art teacher** will:

- work with the students to create a sculptural interpretation of the story
- listen to students as they inform the teacher with a summary of the story, talk about the literary elements, share favorite events
- will share possible mediums available to create an interpretation of the story: examples of possible projects:
 - create a mock restaurant with a place setting and menu representative of the different components of the book

- create plaster or paper mache' masks which represents the characters of the story, on the back or inside of the mask students will draw images of events, settings, and other important facts about the story.
- use guided questions to help the students come up with a game plan of how they will interpret the story; some of those questions may include:
 - What do you think the main characters look like?
 - What do you think the setting looks like? (Where do they live, what time period is the story set in? Are there multiple locations in the story line?)
 - What were some of the main events?
 - What was your favorite part of the story?
- assist the students in creating a tool that visually tells the story
- share ideas about how different components of the project will reflect all of the components of the story, not just a single image such as creating the main character, but including multiple images representing the whole story
- provide the necessary materials, techniques and skills to complete the project

Students will:

- in Communication Arts classes, read the stories, reflect on the text through creating questions, drawing pictures, summarizing, understanding the vocabulary, and connecting the text to self, world, or other text
- in Visual Art classes, will create a collaborative art project that is reflective of the story; the project should include a visual of characters, setting, plot, favorite events, and possibly personal inferences
- share the story with their classmates, using their art project as visual aids

The quality of the presentation should reflect the following criteria:

- Students should be able to tell the story using the art to express a visual image. Students should not simply tell about the art ("This is the main character", "This is where they lived", etc.)
- Students should present their stories using big voices and communication skills.
- Students should create projects that accurately and completely portray the story.
- The project should have enough information that would allow a viewer to understand the major concepts of the story without explanation.

Scoring Guide for Sculpting a Story is on page 5.

Sculpting a Story Scoring Guide

Criteria	Advanced 25 Points	Proficient 20 Points	Basic 15 Points	Below Basic 10 Points
<p>Individual Place Setting Illustrates:</p> <ul style="list-style-type: none"> • Main Characters • Setting • Plot, Problem or Major events <p>Place Setting adequately explains the story to those who have not read the story</p> <p>Written description is complete</p>	Place Setting meets all of the criteria listed	Place setting illustrates two of the following: main characters; setting; plot, problem or major events and adequately explains the story and includes a written description	Place setting illustrates one of the following: main characters; setting; plot, problem, or major events; and the component may need an explanation for other students to understand the story; written description may or may not be present	Place component does not illustrate any of the criteria of the story; and component needs explanation from creator; written description may or may not be present
<p>Team Collaboration:</p> <p>Everyone collaborated during planning a unified place setting and collaboration continued throughout the project;</p> <p>all components work together to show all traits of the story;</p> <p>menu has 5 sections (appetizer, soup/salad, main entrée, desserts, drinks); 5 food items with descriptors in each section; menu items describe a trait from the story</p>	Student met all criteria listed for team collaboration	<p>Everyone collaborated during planning a unified place setting and collaboration continued throughout the project;</p> <p>most traits of the story were evident in the overall place setting;</p> <p>menu showed collaboration and has all 5 sections; some sections have 4 menu items</p>	<p>Everyone collaborated during planning, but collaboration was not carried throughout the project;</p> <p>most traits of the story were evident in the overall place setting</p> <p>menu showed collaboration and has 3-4 sections; some sections have less than 5 menu items</p>	<p>Most of the team collaborated during planning, but collaboration was not carried throughout the project;</p> <p>some traits of the story were evident in the overall place setting;</p> <p>menu did not show collaboration and has less than 3 sections; several sections have less than 4 menu items</p>
<p>Oral Presentation</p> <ul style="list-style-type: none"> • student successfully spoke in a loud, clear voice • kept audience's attention • did not read directly from paper • maintained eye contact throughout the presentation • used expression 	Student mastered all of the requirements	Student mastered 4 of the requirements	Student mastered 3 of the requirements	Student successfully mastered 2 or less of the requirements
<p>Storytelling</p> <p>Student summarized the story in a brief explanation making sure all major details were included; student participated equally; student told story using props without just explaining the props</p>	Student met all criteria	Student met all of the criteria except some major details were left out	Student summarized the story in a brief explanation, however several major details were left out; student dominated the presentation or did minimal participation; student told story around the props (ex: I made an airplane because the story took place in an airport)	Student was not able to summarize the story in a brief explanation nor were any major details included; student did minimal participation; student told what the prop was about not the story (ex: I made an airplane)

Total Points: _____/100