

# A PLANNING FORM REVEALED

Stitty explains the components of the planning form and the importance of each section. She articulates the significance of the relationship between the art form and content area in planning a successful arts-integrated unit.

**standards-** Layering an arts-integrated unit must manifest itself in the planning form. Because subjects do not operate separately, they must be next to each other throughout the planning. A topic helps extract the general ideas of what will be covered each day. This gives us just enough information to go into the standards and begin to plan more deeply.

**date-** Timing is crucial in planning a unit. We look at the calendar and discuss when the teacher would normally cover geometry in a year. We also check to see when ISAT will be administered.

Date	Subject/ Content	Standards	Vocabulary	Pre-Assessment
What calendar date will this activity be covered on?	What do I need to teach my students?	What do students need to know? List multiple standards from different subjects here aligned with your Activities in Column VI.	What specific language do I want my students to learn?	How will I know what my students know? (KWL charts, journals, portfolios, etc.)

**subject/content-** Before planning activities and assessments, we determine which standards to cover. The *Everyday Math* textbook the class uses adheres very closely to the Illinois Learning Standards. Using the *Everyday Math* website and the textbook table of contents, we find the state standards aligned with each chapter. We look at the arts standards and find that we want to address all three of them as we progress through the unit.

**vocabulary-** Vocabulary comes from the state standards and their descriptors as well as the textbook. Content area and the art form vocabulary is the concrete part of planning. It helps us focus the planning of activities and design assessment. It also becomes part of our descriptors in the rubrics.

*pre-assessment* - Before we begin the unit, we need to know what our students know and do not know. This drives our instruction. Pre-assessments help determine some differentiated instructional methods. Most importantly, it gives a marker of where we are starting with each child. So, whether pre-assessment is at the beginning of the unit or before each lesson, it informs our instruction.

*post-assessment* - Post-assessments must reflect pre-assessments. This does not mean they are the same, but they should address the same standards. Pre- and post-assessments have to match instruction. We cannot try to assess something we have not taught unless we are doing formative assessment that is informing our instruction. Post-assessments are like pit stops along the road where we stop to check in on student learning.

<b>Activities</b> <i>How do I get them there? Name specific activities (sense webs, art-making activities, etc.). How will the 10-session unit unfold?</i>	<b>Post-Assessment</b> <i>What did they learn (rubrics, photos, portfolios, journal writing, etc.)?</i>	<b>Documentation</b> <i>How will I make my students' learning visible (photos, videos, Reggio panels, displays, etc.)?</i>
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*activities* - Activity-driven instruction may go very deep, but if it is not connected to any structure, then it becomes just an activity. When planning a unit, activities not only have to connect to one another, but also to each subject involved in the integration in a structural way. The standards help to keep you focused when planning activities.

*documentation* - Although documentation may be the last thing on our mind when planning, it becomes a very important part of the learning and assessing within a unit. Using photographs to have students self-assess is a very good way to get detailed responses from our students in their writing. Documenting artifacts is also very valuable in helping our students recall and reflect on their learning. Documentation informs the community about arts-integration and the profound learning happening in the classroom.

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# ARTS AT THE CENTER PLANNING FORM *(detail of days 1-4 of a 10-day lesson)*

Here are the first two pages of an arts integrated lesson plan. The first page gathers important logistical information like scheduled dates and includes the unit's action research question. Notice on page two how the standards are clearly identified and how the pre- and post- assessments directly relate to the activities. Days five through ten follow the same template.

### Contact Information:

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School: *Chase*  
 Number of Students: *22/27*  
 Room Number: *601/603*

### Grade Level (CIRCLE OR HIGHLIGHT ONE):

K	1st	2nd	3rd	4th	5th	6th	7th	8th
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### Benchmark (CIRCLE OR HIGHLIGHT ONE):

Early Elementary	Late Elementary	Middle Junior
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### Unit Overview

ACTION RESEARCH QUESTION:

*How does differentiating math instruction with the visual arts impact first-time ISAT taking?*

*(sample question)*

OBJECTIVE:

*I want my students to increase their math vocabulary and higher-order thinking skills through visual representations of geometric concepts.*

*(sample objective)*

### Unit Calendar

	Dates:	Times:
1.	<i>2/2</i>	<i>12:30-2:30 (1hr/class)</i>
2.	<i>2/4</i>	<i>12:30-2:30 (1hr/class)</i>
3.	<i>2/11</i>	<i>12:30-2:30 (1hr/class)</i>
4.	<i>2/18</i>	<i>12:30-2:30 (1hr/class)</i>
5.	<i>2/23</i>	<i>12:30-2:30 (1hr/class)</i>
6.	<i>2/25</i>	<i>12:30-2:30 (1hr/class)</i>
7.	<i>3/4</i>	<i>12:30-2:30 (1hr/class)</i>
8.	<i>3/9</i>	<i>12:30-2:30 (1hr/class)</i>
9.	<i>3/11</i>	<i>12:30-2:30 (1hr/class)</i>
10.	<i>3/19</i>	<i>12:30-2:30 (1hr/class)</i>
11.	<i>final visit - tba</i>	<i>12:30-2:30 (1hr/class)</i>

# sample planning form

Date <i>What calendar date will this activity be covered on?</i>	Subject/ Content <i>What do I need to teach my students?</i>	Standards <i>What do students need to know? List multiple standards from different subjects here aligned with your content area.</i>	Vocabulary <i>What specific language do I want my students to learn?</i>	Pre-Assessment <i>How will I know what my students know (KWL charts, journals, portfolios, etc.)?</i>	Activities <i>How do I get them there? Name specific activities (sense webs, art-making activities, etc.). How will the 10-session unit unfold?</i>	Post-Assessment <i>What did they learn (rubrics, photos, portfolios, journal writing, etc.)?</i>	Documentation <i>How will I make my students' learning visible (photos, videos, Reggio panels, displays, etc.)?</i>
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Day(s): 1 February 2	Art Form: Architecture  Content: Math/Geometry	Art Standards:  Content Standards: 9A, 9B, 9C	Vocabulary: Polygons (regular/irregular), edge vertices, triangle, hexagon  Vocabulary: ISAT	Pre-Assessment: ISAT sample test finding architecture in everyday life quiz	Activities: Making polygons with yarn and bodies	Post-Assessment: ISAT test	Documentation: Tests, Photos
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Day(s): 2 February 4	Art Form: Visual art/ stylized art  Content: Math/polygons	Art Standards: 26A, 26B  Content Standards: 4B, 9A, 9B	Vocabulary: Polygons (regular/irregular), edge vertices, triangle, hexagon  Vocabulary: line, ray, stylized, Audubon, Calder	Pre-Assessment: Group activity of creating regular polygons	Activities: Making polygons with yarn and bodies. Finding polygons in the animal shapes to create stylized animals	Post-Assessment: Individual polygon animals, ISAT entry slips	Documentation: Photos, artifacts, sketches
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Day(s): 3 and 4 February 11+18	Art Form: Visual art/ 3D sculptures  Content: Math/3D solids	Art Standards: 26A, 26B  Content Standards: 9A, 9B, 9C	Vocabulary: Score, fold, pleat, curl, tab, slot, 2D, 3D  Vocabulary: 2D, 3D	Pre-Assessment: Making an index card 3D	Activities: Create 3D versions of the animals using paper sculpture attachment techniques	Post-Assessment: Animal sculpture with paper sculpture rubric	Documentation: Photos, artifacts
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