

Scavenger Hunt

Melissa Negreiros

Summer 2018

As a principal, this exercise was particularly challenging. I did not have a recent lesson plan of my own to pull from. I decided to reach out to one of my second grade teachers. I asked her to think back over the year and describe a lesson that would have benefited from more arts infusion. She verbally reflected on several units of study (weather, geometry, etc.) and finally came to the conclusion that “most of” her lessons throughout the year could have been improved with the inclusion of more of the arts. I ultimately chose the attached geometry lesson because it was part of a STEAM unit that integrated science, math, and technology. After reviewing the standards and processing the content of this course, I believe there was an attempt at infusing the arts that ultimately fell short. I believe a more intentional integration of the visual arts standards would enhance the lesson.

In the original lesson, the focus was almost exclusively on the math standard (identifying 2-D shapes). The lesson would be enhanced by conducting a collaborative brainstorming session on how to approach the design (VA: Cr1.1.2a), providing choice in the materials/techniques that were used to create the art (VA: Cr1.2.2a, Cr2.1.2a, Cr2.3.2a), and providing opportunities for peer feedback (VA: Cr3.1.2a). The Nature Walk would provide students with an excellent opportunity to “perceive and describe aesthetic characteristics of one’s natural world and constructed environments” (National Coalition for Core Arts Standards, 2014, p. 6, Visual Arts). Additionally, students could be given the opportunity through this lesson to create artwork that connects to the world around them (VA: Cn10.1.2a).

References

National Coalition for Core Arts Standards. (2014). National core arts standards.

Retrieved from <http://www.nationalartsstandards.org/>