Art Integration

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The Arts In STEM: Advancing Meaningful Integration

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Abstract

Art is an area in education that can allow student to engage and express themselves in a classroom setting that they may otherwise not be able too. This is a way for students to explain their thinking or come up with multiple ideas to a solution. It is common that students are not using this form of learning enough in the classroom. As an educator, I want my students to be able to express themselves and learn in many different ways. I can incorporate art into my lesson plans to help students harness this ability. For this assignment, I incorporated script writing into a lesson plan on social skills in my Character Education class for 8th grade.

Art Integration

Art Form

I plan on incorporating script writing into a lesson on Social Skills. I teach an enrichment class at my school called, Character Education. In this class we discuss drug use, peer pressure, anxiety, anger, and social skills. The curriculum given in the school for the teachers to follow is very dry, in my opinion. I try to make the lessons interesting for students and go into more detail than what the lesson plans call for. I think incorporating script writing into the lesson on social skills will give students the chance to practice the skills we discuss in class, so that they can use them in real life to build relationships. Script writing will involve students working in a collaborated group to write an easy to read script relating to a social interaction. Students will write this script together using google drive to work on the same document at the same time and then share it with me, their instructor. I will read and print out the scripts. From there students can test out, modify, and finalize their scripts. Students will be given class time to rehearse and then perform their scripts in front of the class. I would then have students reflect on their scripts and the performances of their peers. We would discuss as a class why social skills are important.

I believe incorporating the script writing into this lesson will help students practice this skill and others, such as, writing, public speaking, and collaboration. This will also help students harness their creative side given free range over the scene they want to create in their social interaction. Of course there will be some objectives to meet for the grade, but students will have the opportunity to pick their own setting, characters, and how the story flows.

b) Lesson Enhancement

Script writing will enhance this lesson on social skills by having students write about social skills as they practice these skills by working in a group on a project. Students would not even realize they are practicing these skills by writing a script. I believe script writing is a great way to allow students to be creative. Writing is a way to put thoughts into words, to be creative, to express emotions, and to bring multiple personalities into characters. Bringing art into the classroom benefits everyone involved both the students and the instructor. "In the constructivist classroom, the arts take on the role of both discovery and expression. The arts can enable students comprehend that there are many ways to solve a problem" (Gullatt, 2008).

I personally believe that creativity is an important skill to incorporate into any curriculum. I always had some form of art in my science classroom and since becoming the Character Education instructor I plan a lot of lessons involving the different art forms. I didn't realize until this class just how important creativity was as a skill. Now, I find myself thinking of ways to make my lessons contain some form of art to enhance each lesson for my students. Hopefully, adding script writing to this lesson will benefit my students. Knowing my students, I do believe many of them will enjoy this lesson and gain new skills from it.

c) Interdisciplinary context

Writing a script can be incorporated into any content area. Obviously English and History would be easy subjects for students to make a script for and act something out, but it could also be used in Science and Math. Why not have students make a script involving the different discoveries and people that lead to Cell Theory? An instructor could even have students form a script in which some are teachers and others are students figuring out a difficult math problem. Or have students use a script to describe the pythagorean theorem and its uses. Script writing can be a way to bring creativity easily to any classroom. It would take a bit of creativity from the instructor to incorporate into all content areas, but I believe it could be done.

Resources:

Gullatt, David E. "Enhancing student learning through arts integration: Implications for the profession." *The High School Journal.* 91.4 (2008): 12-25.

Social Skills Lesson Plan
Character Education
Miss Amber Miller

Grade/ Grade Band: 8th/ 6-8	**Topic:** Character Education	**Lesson #** 20 **in a series of** 35 **lessons**

Brief Lesson Description: In this lesson, students will be discuss social skills, like: greetings, compliments, conversation starters, deep conversations, and ways to end a conversation. Students will create and perform a script that showcases these skills.

Performance Expectation(s):
SWBAT (Students Will Be Able To) identify and use common greetings and brief exchanges
SWBAT identify and use skills for starting, continuing, and ending conversations
SWBAT discuss situations which require deep conversations
SWBAT identify techniques for deep conversations

Narrative / Background Information

Prior Student Knowledge:
Students bring their own personal experiences into this lesson on social skills. The class will discuss positive and negative experiences when it comes to interactions with people in a public and private setting. The class will also discuss careers in which social skills are needed and even some careers where it is not.

NGSS/ Common Core Standards

National Core Art Standards:	**Common Core:**
L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CCSS.ELA-LITERACY.W.8.2.D
	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CCSS.ELA-LITERACY.W.8.3
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Anchor Standard #4. Select, analyze and interpret artistic work for presentation.	CCSS.ELA-LITERACY.W.8.3.A
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	CCSS.ELA-LITERACY.W.8.3.B
	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Possible Preconceptions/Misconceptions:
Many students might have misconceptions on what social anxiety is. The instructor will discuss diagnosis and treatments for social anxiety.

LESSON PLAN – 5-E Model

ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:
1. The instructor will introduce the lesson. The instructor will have students list as many jobs as they can think of within 2 minutes that requires communicating with other people. Winner with the most will get a mint.
2. The class will discuss the importance of communication and all the ways that we communicate with each other. The instructor will demonstrate some of these actions. Such as greeting, compliments, conversation starters, ways to keep conversations going, and closing conversations.
3. The instructor will show the "You are amazing commercial". This is a great way to demonstrate compliments and how they can affect people.
4. The instructor will facilitate an activity where students will have to compliment each other. The instructor will have students pick a name out of a box. Students will then write on the back of the piece of paper (compliment) and put it back into the box. The instructor will pass these out tomorrow. (The instructor will be reading them after class).
5. Once all of the compliments have been collected, the instructor will fully introduce the lesson as a lesson on social skills. Students will then open their workbooks to page 34 and complete the questions. These questions will ask students how they deal with certain social interactions in their life and rate themselves on a scale from 1 to 5. One being that the student does not do well in this particular interaction and five being that they succeed in this interaction.
6. The class will begin with greetings. Students are asked to write down as many ways as they can think of in two minutes to greet someone. The class will discuss these greetings and how they can be incorporated into everyday life. The instructor will challenge students to greet someone they normally do not talk to today.
7. Students are then asked to get up and walk around the room greeting each other. Try to greet someone you normally do not talk too. Students are able to also use body language and shake each others hands.

EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:

Materials:
● Journal
● Laptop
● Research paper- fill in the blank worksheet

Questions:
● What careers involve high proficiency in social skills?
● What careers require minimal social skills?
● What is social anxiety and what are the treatments?

1. This part of the lesson will involve student questions and research.
2. Students will have laptops to look up careers in which there is a high need of social skills, average, and low.
3. Each students will share something about their career, that they have chosen for themselves, that involves social skills.
4. The instructor will then talk about the misconceptions of social anxiety and have students conduct research on that to share with the class.

EXPLAIN: Concepts Explained and Vocabulary Defined:

1. The class will start by getting their compliments from the previous class. Students will have a chance to read over them and reflect.
2. After, the class will read through page 33 together. This page discusses starting a conversation and how to keep it going.
3. The class will discuss (instructor calling on volunteers to share) how they keep a conversation going. Students will probably suggest asking questions. Students will get into small groups and discuss what kind of questions they could ask to keep a conversation going.
4. Students will explain to the instructor how to end a conversation.
5. Finally, the class will go through "deep" conversations. How to take a conversation from superficial to deep. The class will read page 35 and the instructor will give some examples.
6. The instructor will then hand out some talking points and have students get into groups (the instructor will make the groups). Students are to discuss this topic in their group. Students will then get into groups of their choosing and be given another topic from a different container.
7. After, the instructor will ask students to compare the two groups and what was different.

Topics covered in lecture:
- Starting a conversation
- Keeping a conversation going
- Deep Conversations
- How to end a conversation, "smoothly"

Vocabulary:
- Compliment- a polite expression of praise or admiration.
- Conversation- a talk, especially an informal one, between two or more people, in which news and ideas are exchanged
- Superficial- existing or occurring at or on the surface

ELABORATE: Applications and Extensions:

1. The class will begin with a review of the social skills discussed the past two classes.
2. Each students will be given directions and a rubric for the project. This project will involve students getting into groups of 2-4 people and writing a script. The script will need to involve a greeting, compliment, conversation starter, need conversation, and an end to the conversation. Students are given creative liberty over the topic, setting, and characters. Students are also given an example, if needed.
3. Students will have 2 days to work on the script and one day to rehearse.
4. Once completed with the script students will share with the instructor on google drive to print. Groups will be using google drive to work on the same document at the same time.

EVALUATE:

Formative Monitoring (Questioning / Discussion)
Students will be monitored during the activity for participation. The instructor will be formatively observing the class through the entire lesson on social skills with their discussions and participation.

Summative Assessment (Quiz / Project / Report):
Assessment: Students will be assessed using a rubric created for the assignment. This will involve participation, script writing, and performance. Students will be assessed on their ability to demonstrate the skills and techniques learned in class on social skills.

Modifications: Students who miss the assignment due to absences will be given an alternative assignment. This assignment would have students writing a script and submitting it to the instructor. The student would not have to perform. Student who are "shy" in their performances will work in their group and be given parts with little to no talking, but they will need to participate in writing the script. This can be seen by the instructor using google classroom.

Resources:
Common Core Standards Initiative. (2019). Eighth Grade Science Standards.
        http://www.corestandards.org/

National Coalition for Core Arts Standards. (2012). "The Arts and the Common Core: A Review
        of Connections Between the Common Core State Standards and the National Core Arts
        Standards Conceptual Framework".
http://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Arts%20and%20Common%20Core%20-%20final%20report1.pdf

National Core Arts Standards. (2016). Eighth Grade Art Standards.
        https://www.nationalartsstandards.org/

Social Interactions Skit

Components of Social Interactions:
- Greeting
- Conversation starters
- Continuing the Conversation
- Deep Conversation
- Ending the Conversation
- Compliments

Criteria:
- Script must be 2 pages long
- Script must have a list of characters in the play along with the setting
- Script is typed and should have proper spelling and grammar
- Students must participate in the construction and performance of the play in some way

Criteria	Mastery (4)	Proficient (3)	Basic (2)	Below Basic (1)
Participation	Student participates and contributes to the group. Student remains on task during the duration of the activity	Student participates and contributes to the group for the majority of the project.	Student participates in a minimal way to the project.	Student does not participate and assist the group in the creation of the scripts and performance.
Script Length	The script length is 2 pages long with a list of characters, setting, and lines	The script length is 1.5 pages long or more. The script has a list of characters.	The script does not meet the criteria (1 page) for length and content	No script is turned in or it is .5 pages long with no characters or setting.
Script spelling and grammar	No spelling or grammar mistakes in the script	Minimal spelling and grammar mistakes	Minimal spelling mistakes, but many grammar mistakes	Multiple spelling and grammar mistakes
Performance	Each group member performs their part as written in the script to the best of their ability with enthusiasm and dedication to their given character.	Minimal mistakes in the performance by some of the members of the group.	Each group member performs with mistakes to their lines and breaks character for the majority of the script	Each group member does not perform or gives minimal effort in their performance
Creativity	The script and performance is well thought out and unique.	Member exhibit some creativity in their script and performance	Some uniqueness is seen in the performance, but not in the script	No extra effort going into the performance or script