

Art Integration

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The Arts in STEAM: Advancing Meaningful Integration

Endeavor STEM Teaching Certificate Project

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### Art Form

I chose to incorporate digital storytelling into my “Adapting and Writing Fairy Tales” Unit from the Teachers College Reading and Writing Project. The students will use the program Storyjumper to create digital stories of their original tales. I chose to use this art form, because storytelling, in some form, is a part of every culture, and this provides a way for students to represent their stories in a creative format that they can share with a wider authentic audience, including their parents, peers, and younger grades in school. Through the use of this art form, students will have to make decisions on how they would like to represent their stories in a particular medium. I think these personal choices will give students motivation and creative freedom to tell their stories. They will have to choose the music that matches the mood and pace of their stories as well as design the costumes and setting. They will also have a chance to voice record their stories, while expressing their storytelling background to bring their tales to life, and it will be a chance for them to work on fluency. This art form will enable my students to have a sensory and creative experience where they can combine their written word with images and music in their own artistic displays. It will also allow me to assess their understanding of the unit in an authentic way.

### Lesson Enhancement

After being immersed in several fairy tales, students will see that fairy tales are shared around the world through use and sharing. Many popular tales take on new characters and settings based on the country of origin of where it is being told. In this unit, students will be writing an adaption on a fairy tale, based on the country we will be studying in class. At the same time that

I will be teaching this writing unit, I will also be teaching a unit on research clubs, where students will be researching various aspects of a country we will be picking together. Students will incorporate the new knowledge that they are studying from their country into their fairy tales. This way I am integrating reading, writing and social studies into our Project Based Learning Unit: *Peace Through Understanding*. At the end, I would like my students to create a digital version of their story using StoryJumper. This form further enhances this unit, as students will be given the opportunity to write their own version of a tale, and to make their story come alive as they design and communicate their stories through a multimedia platform. They will have to think critically about how they want their stories to be displayed through the use of visual, sound, and oral language. This unit will not only deepen my student's creativity but also their engagement and critical thinking skills.

I feel that integrating arts in the classroom is very important. Art is a form of communication, and teaching students about art allows for increased cultural awareness. During our Project Based Learning Unit, students will be studying a particular country's culture including the arts of that country. They will then have to make decisions on how they want to include this learned information in their own tales, so that they are appropriately representing the culture.. Integrating the arts allows children to be creative as well as to be decision makers. An important part about incorporating the arts into lessons is the process of choosing to utilize different forms and the products resulting from these choices. Students will have to take risks, evaluate, think critically and be creative when representing their knowledge in a new artistic way. It provides opportunities for critique and revision and allows students to exemplify their

new knowledge in authentic ways-- ways that may better represent their learning than a standard test format.

This unit does not only include digital storytelling. Students will also be acting and script-writing throughout the unit. In one of the lessons, students learn about the importance of rehearsing and acting out their stories as a way of revising their tales. To reinforce this learning, students will be encouraged to act out their stories, embellishing them with details, drama, and emotion. This will help students plan out their stories and to reflect on how their stories have developed thus far. This critical thinking, acting, and editing, coupled with their final digital stories, honors the tradition of storytelling that spans many cultures.

#### Interdisciplinary Context

This unit will integrate many subjects including, art, social studies, science, math, reading, and writing. The interdisciplinary nature of this unit allows students to expand on critical thinking skills as well as drawn comparisons to different areas of study throughout their learning trajectory. By connecting a fairy tale with social studies information of a particular country, and displaying their finalized projects during the end-of-year circus, students will display their new knowledge on their country through dance, acting, circus acrobats, costuming, and musical performances. These performances will be displayed in front of the broader school community, as well as the third grade parents.

Through this art form, we will also be incorporating many aspects of STEM. Digital Storytelling includes the use of technology. Since science is not a particular curricular area of focus for me, I hope to team up with the science teacher at my school to incorporate elements of

habitats and weather that are appropriate for the particular country and region that our students will be working on.. This will allow for a truly interdisciplinary unit, across different classes, and a way for students to express their new science knowledge. In addition, tenets of mathematics instruction will be woven into our PBL Unit, where will be creating a grade-wide heritage graph. They will survey family members to gather data on their families' cultures, and this data will be mapped and recorded on a large world map. Some of this heritage data will be further enhanced by the social studies information and storytelling information collected during the PBL Unit.

Art can, and does, integrate into all aspects of our curriculum. It boosts motivation and creativity, allows for critical thinking, careful thought, decision making and enhanced revision skills. It allows students to observe the world around them in a different way, which allows them to connect to curricular goals in a stronger and more tangible way. . Art allows students to apply their new knowledge and create new original works, while honoring the history and heritage of a culture different from one's own, and to bridge gaps between history and the present.

### **Standards Incorporated Throughout this Unit**

#### **Science:**

##### **Next Generation Science Standards:**

- LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)
- 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

#### **ELA Standards:**

[CCSS.ELA-LITERACY.RL.3.2](#)

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.W.3.3.B

- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**NY Social Studies Standards:**

- 3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community.

**Math Standards:**

Represent and interpret data.

CCSS.MATH.CONTENT.3.MD.B.3

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

**The Art standards that fit into this lesson and final project are:**

- VA:Cr2.3.3a Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life
- VA:Re.7.2.3a Determine messages communicated by an image.
- VA:Cn11.1.3a Recognize that responses to art change depending on knowledge of the time and place in which it was made.
- MA:Pr5.1.3 c. Exhibit standard use of tools and techniques while constructing media artworks.

- TH:Cn11.2.3.a. Explore how stories are adapted from literature to drama/theatre work.

**ISTE Standards:**

- 6a Students choose the appropriate **platforms** and **tools** for meeting the desired objectives of their creation or communication.
- 6b Students create original works or **responsibly repurpose** or remix digital resources into new creations.
- 6c Students **communicate complex ideas** clearly and effectively by creating or using a variety of **digital objects** such as **visualizations**, **models** or **simulations**.
- 6d Students publish or present content that **customizes** the message and medium for their intended audiences.

References:

Calkins, L., Frazin, S., & Roberts, M. B. (2013). *Once upon a time: Adapting and writing fairy tales*. Portsmouth, NH: Firsthand, an imprint of Heinemann.

Make your friend the Hero of this book. (n.d.). Retrieved March 3, 2019, from <https://www.storyjumper.com/>