

Art Integration
Amanda Patterson
Arts in STEM

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.

Third Grade Lesson

Activate the lesson with the whole group reciting the classic rhyme, Humpty Dumpty. We will learn about Isaac Newton Laws of Gravity. I will introduce “Who Was Isaac Newton” by Janet B. Pascal that is in our biography section of the Library Media Center.

Using the book, “After the Fall” by Dan Santat read aloud and determine the central message found in the story. After the story and discussion, students will use block coding in Scratch, Jr. to animate the egg falling and upon landing a new creature other than a bird will emerge from the egg. Students must use the *digital drawing/artmaking* in Scratch, Jr. to create their creature. They can not use a character/creature from the already produced character choices that Scratch, Jr. offers. By creating their own creature hatching from the egg students can use their imagination in a whole new way. Often, students want to have an answer or art project that is similar to others in their class. I believe that it is so important for students to have opportunities to create on their own and without the concern that their imaginative creation will be wrong. Before I gave students the greenlight to begin their art project I explained that their creature could not be similar to others in the classroom. By giving this specific direction it lifted the concern for not making their art like their neighbors. I chose this art form because students had never used the draw portion in the character page in Scratch, Jr. before. This was a new artform for them.

Students are using this art form and utilizing technology as their interdisciplinary context to animate their own created character and to author and change the ending of the story. Before enrolling in the Arts of STEM class I probably would have asked students to discuss or to draw a different character emerging from the cracked egg. With developing and understanding interdisciplinary context I now want to focus on adding more disciplines along with art to allow students to create in a higher form.

Bloom’s Taxonomy-CREATE (6)

Author your own and different ending to the story. Rather than a bird hatching from the egg, DESIGN something besides a bird to hatch from the fallen egg.

This young lady drew a ladder and her own Humpty Dumpty on Scratch, Jr. She even coded Humpty to climb the ladder and walk along the ledge of the wall. Here you can see Humpty falling. Her creature emerging from the broken egg was a purple dragon.

