

# How to Use the Lessons

The *Toolkit* is designed to give teachers useful examples of arts integrated lessons that they can adapt to their own classroom use at each grade level. Examples include lessons in four art forms: visual arts, music, drama, and dance. Many of the lessons integrate Hawai`i state benchmarks in the art form and another content area - math, language arts, science, or social studies.

The guide below gives a step-by-step explanation of the lesson plan template. A blank template has also been included and teachers and teaching artists are encouraged to create their own arts and/or arts integrated lessons following this format.

## Arts Integrated Lesson

<b>Title:</b>	<b>Grade:</b>	<b>Art Discipline:</b>	<b>Time Frame:</b>
<b>Lesson Overview:</b>			

**Title:** A simple name given to the lesson for purposes of identification in the *Toolkit* (e.g., “Shape to Form”).

**Grade:** The grade level where it is expected that students will be ready to meet the benchmarks in the sample performance assessment. It may be that where students have had fewer arts education experiences in prior grades, the classroom teachers may need to go back to prior grades for appropriate instruction necessary to prepare children to meet grade level benchmark.

**Art Discipline:** Each arts lesson focuses on a benchmark from a single art discipline: visual arts, music, drama, or dance.

**Time Frame:** The time frame is merely recommended but may be adjusted to meet the classroom schedule.

**Lesson Overview:** A brief summary of the lesson content.

<b>GLO(s):</b>
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<b>Arts Benchmark (Topic, Code, Text):</b>			
<b>Rubric based on Arts Benchmark:</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
<b>Key Arts Vocabulary:</b>			

<b>Content Area Benchmark (Topic, Code, Text):</b>			
<b>Content Area Rubric:</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

**GLO(s)** - General Learner Outcomes for all Hawai`i children, such as “Community Contributor” and “Complex Thinker”. (See Appendix: Hawai`i Department of Education).

**Benchmark** – Hawai`i grade level expectations in all content areas, including the arts.

**Rubric** – Performance expectations for Hawai`i children for the given subject benchmark. Students are expected to achieve at the “proficient” level or above.

**Key Arts Vocabulary:** As with all core areas, the arts require student knowledge of a basic vocabulary of arts elements, principles, and other terms (e.g., steady beat, choreography, pantomime). In each lesson, key arts terms are listed and defined in Appendix: Glossary of Arts Vocabulary.

<b>Classroom Set Up:</b>
<b>Materials &amp; Equipment needed:</b>

**Classroom Set Up:** The *Toolkit* lessons have been piloted in standard elementary classrooms throughout the state and generally require no special facilities. Teachers will want to pay attention to the need for student safety and may wish to move furniture to allow the appropriate space for arts learning to occur.

**Materials & Equipment needed:** The materials and equipment recommended in the *Toolkit* are readily available in the state or via the internet. Children need to see and experience artworks in order to meet Hawai`i’s arts benchmarks. Many lessons recommend specific art images, videotapes, and music for this purpose. Most of these exemplars are available through suggested internet sites.

<b>Prior to this lesson, students need to know</b>
<b>Teaching Tips:</b>

**Prior to this lesson, students need to know:** This section suggests prior information or skills that students should have acquired. For example, for a third grade drama lesson, prior to the lesson, students need to know “the difference between creating tableau and pantomime.” The third grade teacher could look back in prior grades for lessons in tableau and pantomime that would clarify this for their children as well as refer to the glossary for definition of these terms.

**Teaching Tips:** The lessons in this *Toolkit* were created by teachers and teaching artists with many years of successful experience in the classroom. In this section, they give useful suggestions for classroom management, effective questioning, use of materials, etc. For example, in a third grade drama lesson, two teaching tips are: “Throughout the process encourage the students to find imaginative ways to use different parts of their bodies; side coach them: how would you show that idea with your shoulders? Your back? Your knees? Do the same with voices. What would that creature sound like in the morning? If it was lost? If it felt hungry?”

# Minutes	Procedure	Create	Perform	Respond

**Procedure:** This is a step-by-step series of directions as well as a script for teachers to follow. Checkmarks to the right indicate when the students are utilizing the artistic processes of creating, performing/exhibiting, or responding.

**Create/Perform/Respond:** Nationally, the arts share three important artistic processes: creating, performing/exhibiting (students express their ideas, emotions, and knowledge, in both formal and informal ways), and responding (students observe, describe, interpret and evaluate their own work in the arts and the work of others). The national standards for the arts as well as Hawai`i’s fine arts standards recommend balanced arts lessons that incorporate each of these three processes.

**Creating:** Students are encouraged to use their own ideas to create original work in the art form.

**Performing/Exhibiting:** Each lesson includes an opportunity for students to informally share their work either through presentations or explanations of their artwork.

**Responding:** Throughout each lesson, students are asked to use higher order thinking skills to describe, interpret, and upon occasion, evaluate their own artwork and that of others. Each lesson closes with questions to guide students in reflecting on their work. This is an important component of arts learning and should not be ignored.

<b>Responding</b> (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):		
Step 1: Describe	Step 2: Interpret	Step 3: Evaluate

**Describe/Interpret/Evaluate:** It is recommended that teachers first spend time encouraging careful observation and detailed description of artwork prior to interpreting and evaluating. For example, the last question that should be asked is “Did you like it?” The first question might be “What did you see or hear?” Teachers should help students move through a series of questions that first help them describe artworks before moving onto interpretation and judgment.

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<b>Classroom Set Up:</b>
<b>Materials &amp; Equipment needed:</b>
<b>Prior to this lesson, students need to know</b>
<b>Teaching Tips:</b>

# Minutes	Procedure	Create	Perform	Respond

	<b>Closing Reflection with students:</b>		

<b>Responding</b> (Questions to ask students before, during, or after an activity in the lesson to elicit their thinking about their own work or about work they are studying):		
<b>Step 1: Describe</b>	<b>Step 2: Interpret</b>	<b>Step 3: Evaluate</b>

