



ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 3 Sharing

Unit 3: Lesson 9

Present Collages in Gallery Walk

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LITERACY OBJECTIVE

By the end of this lesson students will be able to reflect on their learning with an audience.

LITERACY "I CAN" STATEMENT

“I can reflect on my learning with an audience.”

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 9 Step 2: Write Final Artist Statements Step 3: Mount Collages & Artist Statements for Gallery Walk Step 4: Perform & Inform for an Audience Step 5: Close Unit 3	60 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Speaking & Listening

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL 5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SECONDARY CCSS

Writing & Language

W 3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.2: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking & Listening

- SL 3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TEACHING RESOURCES

A4L STUDENT NOTEBOOK

-Artist's Statement (Draft)

STUDENT MATERIALS

-Master Clemente Collages

COLLAGE MATERIALS

-9 x 6" White Paper for Artist Statements (1 x student)
-Optional: Black Cardstock Paper for Mounting Collages and Artist Statements
Space for Gallery Walk

LIFE & LEARNING SKILLS

Unit 3 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 9

Process: Give an overview of the lesson objective: Share master Clemente Collages with an

audience and reflect on learning.

STEP ALTERNATIVES: PERFORM & INFORM AUDIENCE OPTIONS

Everyday Hero Collage Presentation

Students can present their collages for any of the following audiences:

- Another class (younger grade, grade level team)
- Friends and family (day or night)
- Family Fun Art Night
- Expeditionary Night

STEP 2: WRITE FINAL ARTIST STATEMENTS

Process: Students open their A4L Notebooks to pages 19-21 and review their Artist Statements in TRAIL Marker #3 and feedback from the teacher. Pass out 9 x 6" white paper. Students make changes based on teacher feedback, and write their final artist statements on the white paper in preparation for the gallery walk.

STEP 3: MOUNT COLLAGES AND ARTIST STATEMENTS FOR GALLERY WALK

Process: Have students create a sign designating the *Roberto Clemente Gallery Walk*. Use tape to post student's master collages and artist statements on the classroom wall or school hallway. If desired, have students mount their collages and artist statements onto black cardstock paper or cardboard covered with black paper. This results in a polished, more formal gallery walk.

STEP 4: PERFORM & INFORM FOR AN AUDIENCE

Process: Share master collages with an audience in a gallery walk. Use one of the Perform & Inform Audience Options (see menu in Step 1). After the gallery walk, engage the audience in a question and answer session. As they respond to audience questions, students should share what they've learned about Clemente as an everyday hero and how they used elements of art, principles of design, and compositional techniques to show what they learned in their collages.

STEP 5: CLOSE UNIT 3

Process: Close Unit 3 with a final class discussion about the process. Sit in a circle to create a sense of community, and so students can see each other as they reflect. First, each student reflects on his or her experience. Open the discussion to talk about what students learned about reading nonfiction and using collage to determine and synthesize what is important from multiple texts.

Reflection Process And Questions

-Each student responds to the statement, "Share something you liked, learned, or something you are proud of from this experience." Students may say, "pass," but let them know you will come back to them.

-Move on to the unit objectives and ask questions like, "What makes someone an everyday hero?" "What did you learn about creating visually dynamic collages?" and "What did you do in your final collage to show Clemente as an everyday hero?"

Performing The Closing Ritual (Optional)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING UNIT 3! CLICK HERE TO RETURN TO THE UNIT 3 LANDING PAGE.

Is this Lesson Public or Members only?:
Members Only