



Chicago Arts Partnerships in Education

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CAPE Arts-Integrated Curriculum Unit Planning and Documentation Form

How to Fill Out This Form: Getting started, to implementation and assessment

1. Overview

Briefly describe the intent of this unit in 3 to 5 sentences. If someone were to read only this narrative, this overview should describe the vibrancy of your work.

2. Big Ideas and Inquiry Questions

Many successful arts-integrated curricular units are organized around an overarching concept that serves to connect the art and academic content areas.

Examples of “Big Ideas”:

- *Movement and Migration, Mapping Our Environment*
- *Interdependence in Dance and Science*
- *Perspective and Point-of-View in Historical Conflict*
- *Turning Points and Transformations*

Inquiry questions, often generated by the students themselves, can also frame a curriculum.

Examples of inquiry questions:

- *What makes a community hero?*
- *From where does hope come?*
- *How do we learn to adapt to a new environment?*

3. Academic Content Area Objectives

List 3 to 5 learning objectives you have for your students from your classroom curriculum.

Example: Students will:

- *Study the components that make up a community*
- *Understand the causes of the Civil War*
- *Study the animal and plant life of different habitats.*

4. Arts Content Area Objectives

Integrated lessons are much stronger when art content objectives are clearly articulated. Artist should state the art concepts they plan to teach. Please list 3 to 5 art content area objectives you have for this unit.

Examples: Students will:

- *Learn to use negative and positive shapes in a collage composition*
- *Understand how levels in dance, (high, medium & low) are used to create variety*
- *Learn how to adapt a text in the writing of a play*

5. Social and Higher Order Thinking Objectives

Please list the social and critical thinking objectives you have for this unit.

Example: Students will learn how to:

- *Take on different roles when working in cooperative groups*
- *Work in peer groups during writer's workshop*
- *Compare and contrast primary source texts*
- *Decode popular media*

6. Key Words and Vocabulary

Please list key words and vocabulary that students will learn/learned in the course of this unit.

7. Time Frame

Enter the schedule, dates and times of classroom work for this unit.

8. Sequence of Learning Activities

- *Into: How will you/did you start your unit? What will be your Access Points?*
- *Through: What are/were the learning activities in this unit?*
- *Beyond: What will be/was the culminating event and reflection activities?*

Please list the activities and lessons that made up this unit. Under Access Points - How did you get started, describe what you used to engage the students in the beginning. An access point can be a field trip, group discussion, a work of art, short story, film, performance, guest speaker, KWL chart or student-generated questions.

In the "Through" section list the variety of hands-on learning activities used in this unit.

9. Assessment

Describe the assessments you used including pre and post tests, rubrics, journal entries, exit slips and portfolios. Describe assessments used for the integrated project as well as the separate subjects areas and art forms if applicable.

10. Resources

- Print Materials; list the books, videotapes, websites, used in this unit
- Human Resources: field trips, interviews

11. Describe the involvement of Parents and Community Members

12. Materials Used in the Art-integrated Unit

13. State Goals and Chicago Standards Addressed (list 2-3)

14. Quotes and Comments

- *Teacher(s)*
- *Artist(s)*
- *Student(s)*
- *Parent(s)*
- *Principal*

Quotes and comments bring the voice of the participants into the documentation and help make the lessons come alive.

Some questions that could be asked of the artists, teachers and students could include:

- *What did you learn from this arts-integrated unit?*
- *How did this unit connect to other things you are doing in the classroom?*
- *How was this learning experience different?*
- *What was the most memorable part of this unit?*
- *What would you like to see done differently next time?*

The principal and parents could be asked:

- *How do you feel that this arts integration project helped the students learn?*
- *What should be the role of the arts in schools?*

CAPE Arts-Integrated Curriculum Unit Planning Form: Planning and Documentation Form for Specific Arts Integrated Units

Title of your Arts-Integrated Curriculum Unit:

Teacher(s)

Artist(s)

1. Overview (brief paragraph that describe this unit)
2. Big Ideas and Inquiry Questions (if applicable)
3. Academic Content Area Objectives
4. Arts Content Area Objectives
5. Social and Higher Order Thinking Objectives
6. Key Words and Vocabulary:
7. Time Frame:
8. Sequence of Learning Activities
 - Into: How will you/did you start your unit? What will be your Access Points?
 - Through: What are/were the learning activities in this unit?
 - Beyond: What will be/was the culminating event and reflection activities?
9. Assessment

What are your plans for teacher assessment, and student self-assessment?
10. Resources
 - Print Materials; list the books, videotapes, websites, used in this unit
 - Human Resources: Field Trips, Interviews
11. Describe the involvement of Parents and Community Members
12. Materials Used in the Art-integrated Unit
13. State Goals and Chicago Standards Addressed (list 2-3)
14. Quotes and Comment in response to this unit form some of the following:
 - Teacher(s)
 - Artist(s)
 - Student(s)
 - Parent(s)
 - Principal