

Explorer Elementary/Williamston Community Schools
Arts Integration Project 2010 - 2011

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Body Systems

Goal: To integrate science and language arts content learning along with visual, kinesthetic, and musical arts.

Objectives:

- The students will identify the general purpose of select body systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, and excretory.)
- The students will research to gather information on one body system.
- The students will use their research to create a mixed media art project displaying one body system and will write a poem about that system.
- The students will learn some musical and dance pieces that will help them remember the functions of the body systems.

Fifth Grade

Arts Standards addressed:

Visual Art

- ART.VA.II.EL.2: Apply knowledge of how visual characteristics and organizational principles communicate ideas.
- ART.VA.V.EL.4: Make connections between the visual arts and other disciplines in the curriculum through student artwork.

Dance

- ART.D.I.EL.6: Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.
- Art.D.V.5.3 All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Content Area Standards addressed:

Science

- L.OL.05.41 - Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).
- L.OL.05.42 - Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.

Language Arts

- R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.
- W.GN.05.02 write poetry based on reading a wide variety of grade-appropriate poetry.
- W.PR.05.04 revise drafts based on constructive and specific oral and written responses
- to writing by identifying sections of the piece to improve organization and flow of ideas
- (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).
- W.PR.05.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.PS.05.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing
- (e.g., emotional appeal, strong opinion, credible support).

Instructional Outline:

- **Introduction:** In this project students will be working together to learn about a particular system in the human body. They will be doing research, and then using this research to write a poem and create a mixed media art piece focusing on that one system. They will also be learning some songs and dances that will help reinforce their learning about the different body systems.
- **Classroom Management Strategy:** Some lessons will be team-taught so that while one teacher is doing the whole-group instruction, the second teacher can monitor the class for behavior and/or answer individual questions that may come up. Other lessons will be taught within our individual classrooms so that students have more space to work.

Prep Activity: Teachers will gather resource materials and sign out computer lab times for researching the body systems.

Main Activity:

1. Both classes of 5th graders will gather together to be introduced to the art integration project. Students will begin by learning about the different systems of the body. They will work with a partner or in small groups on

- a “pre-assessment” sheet where they identify the structure/organ and system for various facts about the human body. We will then correct this page together as a whole group so that students gain an overview of all the systems of the body and their functions.
2. Students will select one of the body systems for more close research. After they have selected their system, students will work in partners or small groups to complete a graphic organizer that will help them collect facts on their body system. This is the research they will use to help them write their poem and create their art piece on their selected system. Research will take place over several days.
 3. Students will review different forms of poetry (haiku, ode, limerick, cinquain, free verse, etc.) and the qualities and characteristics of poetry.
 4. Students will use their fact sheets to select a genre of poetry and write a poem about their body system.
 5. Students will revise and edit their poems.
 6. Students poems will be published along with a photo of their artwork in a double class anthology. Each student will receive a copy.
 7. Students will share their learning about the body systems, including their dance and song during a school assembly, where parents will also be invited.

Additional Information:

Materials Needed: tagboard, miscellaneous art supplies for mixed media project, informational books on the human body

Outcomes/Assessments: completed graphic organizer, published poem, student reflections

Potential Challenges: A major challenge will be getting poems published and submitted to the publishing website (www.lulu.com) in time so that students can get their copy of the class anthology before the end of the school year.